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ABSTRACT

This curriculum guide for elementary school student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for elementary school students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

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School To Careers

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ED 429 236

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

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ELEMENTARY SCHOOL

FIVE COUNTY CONSORTIUM
COMPREHENSIVE STUDENT DEVELOPMENT GUIDE
KINDERGARTEN-POSTSECONDARY

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This project was funded by the Southwest Florida School-To-Careers Consortium, 1997-99.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

VISION STATEMENT

Students recognize choices and make decisions in their personal lives, academic growth, career, and community involvement with competence and confidence.

MISSION STATEMENT

Students lead successful and productive lives because schools have incorporated a comprehensive approach to student development throughout all levels of education.

TABLE OF CONTENTS

- Introduction/Using the Curriculum Guide
- School-To-Careers Competencies
- Correlation of Sunshine State Standards
- Curriculum Matrix
- Exceptional Student Education Adaptations
- Evaluation
- Character Education and School-To-Careers
- Sample Activities

INTRODUCTION

This series of comprehensive student development curriculum guides were developed in response to needs expressed by business and other organizations throughout the Southwest Florida School-To-Careers Consortium, a five-county alliance that includes Charlotte, Collier, Glades, Hendry, and Lee County School Districts; Edison Community College and Florida Gulf Coast University. The grant specified that school-to-career philosophies and activities needed to be institutionalized beyond the life of any funding and that to do so would be most effective by codifying a Kindergarten-Postsecondary curriculum.

Student development is most frequently and properly located under the training and responsibility of counselors, the student development specialists in educational institutions. Their training includes curriculum in career awareness, planning, and choice as well as individual development. They were thus selected as the team leaders and the majority of the writing team to develop these curriculum frameworks and guides. Other educators from related fields were also included.

The curriculum writing team represented all levels of education and all involved districts. The team consisted of the following:

Elementary School (K-5):

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manuscript was prepared by Stacie Kidwell and edited by Dr. Madelyn Isaacs, Jack Pause, Susan Potts and Susan Shoemaker.

The process of development began with the adaptation of Florida's Student Development Program into a matrix of goals and outcomes. The program was already geared toward comprehensive student development and the infusion of school-to-work concepts and activities. Once the matrix for K-post-secondary curriculum outcomes was identified, the writing team met as a large group, divided into subgroups based on levels of experience and the need for overlap and transitions between school levels, and compiled activities for each applicable outcome in school-based, connecting, and work-based environments.

The curriculum is designed as a whole with special attention to transitions between levels. However, it is presented in sections by school level; elementary, middle, high, and post-secondary. Districts and post-secondary institutions are expected to review the total curriculum, customize it to best meet individual district/institutional needs and goals, and begin to disseminate the curriculum by training counselors and administrators in its outcomes and activities.

Each level specifies competencies presumed to exist upon student entry and exit competencies for which it would be accountable. Each curriculum section contains such a statement. This statement is followed by a chart of how the curriculum coordinates with Florida's Sunshine State Standards in Health and Social Studies. These subject areas are most often infused throughout the Student Development Domains.

USING THIS CURRICULUM GUIDE

This curriculum guide is organized into four curriculum categories: Academic Achievement (AA), Career Development (CD), Personal and Social Development (PSD), and Community Involvement (CI). Each of these four areas is further subdivided into general goals and attendant student outcomes. The curriculum categories, goals, and outcomes are designated by letter codes and numbers. Thus "CD 2.2" translates to mean Career Development Goal number 2, "Understand interrelationships among life roles and the world of work", and outcome number 2, "describe the advantages of various life role options."

For some goal and outcome areas, an "N/A" or "Not Applicable" is designated. For these, it was determined that the outcome or goal was either not applicable yet to the age/grade/developmental level or had been adequately covered previously. For information about how other levels have addressed specified outcomes, see the curriculum guides in their entirety.

Activities are meant as examples of the range of possible activities to meet any particular outcome or goal. These are listed in the appendices and copies are included in the back of the curriculum guide. It is assumed that there are many other activities already developed or to be developed which can also meet curriculum goals. A reference section accompanies each guide. Some extended reference material was adapted from Insights from the Florida Department of Education, Bureau of Career Development, and Developmental Guidance: Classroom Activities from the Center on Education and Work at the University of Wisconsin at Madison. These two curriculum guides are especially recommended although many other quality collections of activities exist and could be appropriate and useful.

ELEMENTARY SCHOOL

During the Elementary School years students are expected to become aware of the world of work and their potential place in that world. As well, students begin to acquire specific academic skills, work habits and attitudes, and a sense of themselves in terms of school and eventual adult life.

ELEMENTARY SCHOOL EXIT UNDERSTANDINGS, ATTITUDES, AND SKILLS

When students leave elementary and enter middle school, they should be able to demonstrate the following understandings, attitudes and skills at the appropriate developmental level.

Basic academic skills

- Demonstrate grade level reading, written language, math, and computer skills
- Demonstrate positive learning attitudes and behaviors
- Be able to work independently
- Have and apply effective stress management skills
- Have positive test-taking attitudes
- Have effective test-taking skills and strategies
- Understand the relationship between attitude and success
- Have and apply effective study skills
- Be able to manage time effectively
- Understand and apply a decision making process
- Understand and apply a goal-setting process

Personal and interpersonal skills

- Have a positive self concept
- Be able to work cooperatively with others
- Be able to resolve conflicts constructively
- Be able to communicate effectively (expressive and receptive verbal and non-verbal)
- Respect and value human diversity
- Have good emotional and physical health habits
- Understand and behave with personal integrity

Career Awareness

- Understand the importance of work
- Have work experience in school and classroom jobs

- Understand that jobs and careers are interrelated and interdependent
- Have experience working as a volunteer
- Have knowledge of different local jobs and careers
- Have identified personal strengths and weaknesses
- Have identified personal areas of interest
- Have identified possible career paths

Community Involvement CI 1.0 Appreciate the role of community workers and helpers	
CI 2.0 Develop a sense of community pride	**SS.B.2.1.3** knows basic needs and how families in the United States and other countries meet them.
CI 3.0 Develop and participate in community volunteer services projects	**SS.C.2.2.1** understands the importance of participation through community service, civic improvement, and political activities. **SS.C.2.2.2** understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the right of others) are important.
CI 4.0 Understand and enhance the community	**SS.C.2.1.1** knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).

	families, individuals, and communities. **HE.C.1.2.2** knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues). **HE.C.1.2.3** knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy). **HE.C.2.2.1** knows various methods for communicating health information and ideas (e.g., through oral or written reports). **HE.C.2.2.2** knows ways to effectively express feelings and opinions of health issues. **HE.C.2.2.3** **HE.C.2.2.6** knows how to enlist family, school, and community helpers to aid in achieving health goals.

	wellness.
HE.A.1.1.3	understands the various responsibilities of family members (e.g. mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.
HE.A.1.1.4	recognizes environmental health problems and understands possible solutions.
HE.A.1.1.5	identifies common health problems of children and possible ways to prevent these problems.
HE.A.1.1.8	recognizes the relationship between physical and emotional health.
HE.A.1.2.2	knows how personal health behaviors influence individual well-being.
HE.A.1.2.3	knows the indicators of physical, mental, emotional, and social health during childhood.
HE.A.1.2.4	understands how the family influences personal health.
HE.A.1.2.6	knows the most common health problems of children.
HE.A.1.2.7	knows why health problems should be detected and treated early.
HE.A.1.2.8	knows how childhood injuries and illnesses can be prevented and treated.
HE.A.1.2.9	knows why illegal drugs should not be used and the consequences of their use.
HE.A.2.1.1	knows sources of health information (e.g., people, places, and products) and how to locate them.
HE.A.2.2.2	knows how to locate resources from home, school, and community that provide valid health information.
HE.B.1.1.1	knows and practices good personal health habits.
HE.B.2.1.1	recognizes the ways in which the media, technology, and other sources provide information about health.
HE.B.1.2.4	uses strategies for improving or maintaining personal health.
HE.B.2.2.1	knows how the media influence thoughts and feelings about health behavior.
HE.B.2.2.3	knows the ways in which technology can influence personal health.
HE.C.1.1.1	identifies health problems that require the help of a trusted adult (e.g., child abuse).
HE.C.2.1.1	knows various ways to share health information (e.g., talking to peers about healthy snacks).
HE.C.2.1.2	knows various ways to convey accurate health information and ideas to both individuals and groups.
HE.C.2.1.3	knows the community agencies that support healthy

		member (e.g. communication and sharing).
	HE.B.3.2.4	knows various ways to communicate care, consideration, and acceptance of self and others (e.g. by cooperating).
	HE.B.3.2.6	knows refusal and negotiations to use in potentially harmful or dangerous situations (e.g. refusing to use illegal drugs).
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict	**HE.B.3.1.7**	knows various ways in which to resolve conflict using positive behavior.
	HE.B.3.2.3	knows nonviolent, positive behavior for resolving conflict (e.g. peer mediation).
	HE.B.3.2.6	knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g. refusing to use illegal drugs).
	HE.B.3.2.7	knows the difference between negative and positive behaviors used in conflict situations (e.g. talking vs. hitting, passivity vs. action).
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	**HE.B.2.1.2**	recognizes that individuals have different cultural backgrounds that impact health practices.
	HE.B.2.1.3	
	HE.B.2.2.2	understands how information from school and family influence personal health behaviors.
	HE.B.3.3.4	
	SS.A.1.1.1	compares everyday life in different places and times and understands that people, places, and things change over time.
	SS.A.2.2.1	knows the significant scientific and technological achievements of various societies (e.g. the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).
	SS.A.2.2.3	
	SS.A.6.2.5	
PS 7.0 Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.	**HE.B.1.1.5**	distinguishes between threatening and non-threatening environments.
PS 8.0 Develop healthy lives and communities.	**HE.A.1.1.2**	understands positive health behaviors that enhance

		passivity vs. action).
PS 2.0 Develop a positive estimation of his or her qualities or traits	**HE.C.1.2.1**	knows how to apply a decision making process to health issues and problems (e.g. decision not to use tobacco products).
	HE.C.1.2.4	knows how to make progress toward achieving a personal goal (e.g. by creating an action plan for individual wellness plan).
	SS.C.2.1.1	knows the qualities of a good citizen (e.g. honesty, courage, and patriotism).
	HE.B.3.1.8	identifies healthy ways to handle feelings.
PS 3.0 Master effective communication skills	**HE.B.3.1.4**	knows various ways of communicating care and consideration of others (e.g. sharing and saying "please" and "thank you".)
PS 4.0 Master social and interpersonal skills.	**HE.B.3.2.1**	understands the relationship between verbal and nonverbal communication (e.g. body language).
	HE.B.3.2.5	exhibits attentive listening skills to enhance interpersonal communication.
	HE.B.1.1.3	knows positive ways to handle anger.
	HE.B.1.1.5	distinguishes between threatening and non-threatening environments.
	HE.B.1.1.6	demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.
	HE.B.3.1.1	knows the various kinds of verbal and non-verbal communication (e.g. hand gestures and facial expression).
	HE.B.3.1.2	knows the skills needed to be a responsible friend and family member (e.g. doing chores and helping others).
	HE.B.3.1.3	knows how to use positive communication skills when expressing needs, wants, and feelings.
	HE.B.3.1.4	knows various ways of communicating care and consideration of others (e.g. sharing and saying "please" and "thank you").
	HE.B.3.1.6	knows refusal skills to use in potential harmful or dangerous situations (e.g. refusing to ride a bike without a helmet).
	HE.B.3.2.2	knows the skills needed to be a responsible friend and family

making process Develop employability skills CD 9.0 Develop skills to enable one to seek, obtain, maintain and change jobs CD 10.0 Develop effective human relations skills to enable positive and productive work relationships	responsibilities. **SS.A.1.2.1** understands how individuals, ideas, decisions, and events can influence history.
Personal/Social Development PS 1.0 Develop personal responsibility for his or her own behavior	**SS.C.2.1.1** knows the qualities of a good citizen (e.g. honesty, courage, and patriotism). **SS.C.2.1.2** knows that a responsibility is a duty to do something or not to do something. **SS.C.2.1.3** knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities. **SS.C.2.1.4** knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected. **SS.C.1.1.3** understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far". **HE.B.1.1.2** identifies safe and unsafe behaviors. **HE.B.1.1.5** distinguishes between threatening and non-threatening environments. **HE.C.1.1.2** recognizes that decisions about personal behavior may be healthy or unhealthy (e.g. child abuse). **HE.B.1.2.1** knows the importance of assuming responsibility for personal health habits. **HE.B.1.2.1** knows the importance of assuming responsibility for personal health habits. **HE.B.1.2.2.** compares behaviors that are safe to those that are risky or harmful. **HE.B.1.2.5** knows strategies for avoiding threatening or abusive situations. **HE.B.3.2.7** knows the difference between negative and positive behaviors used in conflict situations (e.g. talking vs. hitting.

Career Development	
Acquire self-knowledge	
CD 1.0 Develop a positive, stable, integrated self-concept as related to career problem solving and decision making	
CD 2.0 Understand interrelationships among life roles and the world of work	**SS.D.2.1.1** understands that most people work in jobs in which they produce a few special goods or services. **HE.B.2.1.2** recognizes that individuals have different cultural backgrounds that impact health practices. **HE.A.1.2.3** knows the indicators of physical, mental, emotional, and social health during childhood.
Acquire educational and occupational knowledge	**HE.A.1.2.4** understands how the family influences personal health.
CD 3.0 Attain awareness of personal development and lifelong learning as related to productive meaningful work	
CD 4.0 Understand the relationship between school achievement and educational and career opportunity	**SS.D.1.2.1** understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
CD 5.0 Understand how the needs of society and the structure of the economy are related to the nature of work	**SS.D.1.1.1** understands how scarcity affects the choices people make in everyday situations. **SS.D.2.1.1** understands that most people work in jobs in which they produce a few special goods or services. **SS.D.1.2.2** understands that scarcity of resources requires choices on many levels, from the individual to societal. **SS.B.2.2.5** understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.
CD 6.0 Understand and use career information to solve career problems and make career decisions	
Develop career problem solving and decision making skills	
CD 7.0 Acquire career problem solving, decision making, and planning skills	**SS.C.2.1.3** knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.
CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem solving and decision	**SS.C.2.1.3** knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling

CORRELATION MATRIX BETWEEN STUDENT DEVELOPMENT DOMAINS AND GOALS AND SUNSHINE STATE STANDARDS:
HEALTH AND SOCIAL STUDIES
K-5

Student Development Curriculum Domains	Sunshine State Standards
Academic Achievement	
AA 1.0 Understand and participate in a school environment	**SS.B.1.1.1** determines the absolute and relative location of people, places and things. **SS.B.2.1.1** identifies some physical and human characteristics of places. **SS.C.2.1.3** knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.
AA 2.0 Develop effective study skills	**SS.C.2.2.2** understands why personal responsibility (e.g. taking advantage of the opportunity to be educated) and civic responsibility (e.g. obeying the law and respecting the rights of others) are important.
AA 3.0 Develop effective time management skills	
AA 4.0 Develop effective stress management skills	**HE.B.3.1.8** identifies healthy ways to handle feelings. **HE.A.2.2.5** knows the availability of stress-management resources in the home, school and community and has access to them. **HE.B.1.2.3** knows and uses stress-management skills. **HE.B.3.2.8** knows ways to manage grief caused by disappointment, separation, or loss (e.g. loss of a pet).
AA 5.0 Understand attitudes and behaviors related to academic achievement	**HE.C.2.1.4** knows methods for assisting others in making positive choices (e.g. about safety belts). **HE.C.2.2.4** knows how to positively influence others to make positive choices.
AA 6.0 Develop interpersonal and communication skills for successful learning	**SS.C.2.1.2** knows that a responsibility is a duty to do something or not to do something. **HE.C.2.1.5** works with one or more people toward a common goal. **HE.C.2.2.5** knows various ways individuals and groups can work together.
AA 7.0 Assess self and school success skills	
AA 8.0 Set academic goals and make decisions that help attain those goals	

ELEMENTARY STUDENT DEVELOPMENT CURRICULUM OVERVIEW

Elementary students should be able to demonstrate their understanding of the following basic developmental concepts at the grade levels indicated by being able to apply them at grade and age or developmentally appropriate levels.

Basic Academic Concepts	K	1	2	3	4	5
• Reading, written language, math and computer skills	✓	✓	✓	✓	✓	✓
• Positive learning attitudes and behaviors	✓	✓	✓	✓	✓	✓
• Independent work habits	✓	✓	✓	✓	✓	✓
• Positive test-taking attitudes	✓	✓	✓	✓	✓	✓
• Effective stress management skills	✓	✓	✓	✓	✓	✓
• Effective test-taking skills and strategies		✓	✓	✓	✓	✓
• Understanding of the relationship between attitude and success			✓	✓	✓	✓
• Effective study skills			✓	✓	✓	✓
• Effective management of time				✓	✓	✓
• Good decision-making					✓	✓
• Constructive goal-setting						✓

Basic Personal and Interpersonal Skills	K	1	2	3	4	5
• Positive self concept	✓	✓	✓	✓	✓	✓
• Good emotional and physical health habits	✓	✓	✓	✓	✓	✓
• Behavior choices that express personal integrity	✓	✓	✓	✓	✓	✓
• Work cooperatively with others	✓	✓	✓	✓	✓	✓
• Constructive conflict resolution	✓	✓	✓	✓	✓	✓
• Effective communication (expressive an receptive verbal and non	✓	✓	✓	✓	✓	✓
• Understanding of the relationship between attitude and success	✓	✓	✓	✓	✓	✓

Beginning Career Awareness	K	1	2	3	4	5
• Importance of work (including work expetience in school and classroom jobs)	✓	✓	✓	✓	✓	✓
• Participation and pride in school community	✓	✓	✓	✓	✓	✓
• Interrelatedness and interdependence of jobs and careers			✓	✓	✓	✓
• Value and importance of volunteer work				✓	✓	✓
• Different local jobs and careers					✓	✓
• Personal strengths and weaknesses					✓	✓
• Personal areas of interest					✓	✓
• Possible personal career paths						✓

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
ACADEMIC ACHIEVEMENT AA 1.0 Understand and participate in a school environment	1.1 Know school procedures in order to cooperate and take part in a shared learning environment.	K-5	Review school/classroom rules. Rational for rules (See App E15)	Relate need for rules to other environments, (e.g. home and workplace).	Classroom/school/jobs
	1.2 Demonstrate a positive transition from one academic level to another and between schools.	K-5	Student orientations – discuss expectations.	Meet the teacher/parent orientations/meetings; middle school counselor visits elementary school.	Orientation trip to middle school.
	1.3 Demonstrate behavior that reflects positive working relationships with teachers and classmates.	K-5	Peace Education-conflict resolution cooperative learning activities/centers. (See App E1 , E15)	Video presentations, role play, parent education, mentors.	Classroom/school jobs and responsibilities.
	1.4 Describe school and teacher evaluation procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.	2-5	Read/review student handbook. Review evaluation procedures.	Daily/weekly parent communication.	Average own grades, helping with record keeping. Student-teacher conferences. Student led parent meetings.
2.0 Develop effective study skills.	2.1 Identify common study skills and habits that contribute to school success.	K-5	Study skills units (See App D7; App E8, E10, E12)	Having peer helper and mentors.	Being a peer helper.
	2.2 Identify and evaluate his/her study skills used in school and out of school, examining strengths and areas that need improvement.	3-5 K-2	Assess study skills using checklist / simple desk chart of skills. (See App D7)	Study journals with peer helper.	Monitor own progress; self assessment.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	2.3 Describe the value of practicing a skill and its relationship to successful performance of a task.	3-5 K-2	Discuss power of practice. (See App E) Read motivational stories. (See App D7) (See App E17)	Select skill(s) to practice; record in assignment notebook. Guest speakers from world of work (W.O.W).	Classroom/school jobs.
	2.4 List and describe how study skills and habits for school success are related to other aspects of life.	K-5	Studies skills units with career awareness lessons. (See App D4) (See App E 2, E8, E10)	Guest speaker(s); programs.	Classroom/school/ home jobs; sports participation.
	2.5 Explain the value and describe the importance of working with and without supervision.	K-5	Lessons about choices, trust, responsibility for self. (See App D4, D7)	Match student with mentor.	Perform assigned job(s) independently.
	2.6 Demonstrate an awareness and interest in taking responsibility for his/her learning.	2-5	(See App 2.5) Complete assignments. (See App D7) (See App E8, E10, E11, E12)	Maintain assignment notebook; record personal progress.	Complete chores at home with increasing improvement.
	2.7 Discern and accept mistakes as an important part of the learning process.	K-5	Lessons on benefits of mistakes as learning experiences. (See App E7)	Stories about inventors/ inventions.	Evaluate own experiences. Identify growth through mistakes made.
	2.8 Recognize and describe the personal satisfaction and value of completing a task.	2-5	Evaluate job/assignment/ project completed.	Student-teacher-parent conferences.	School/home jobs evaluation.
AA 3.0 Develop effective time management skills.	3.1 Identify and cite times of the day and week when his/her academic tasks and assignments might best be completed.	4-5	Calendar and planning activities--personal schedule. (See App E8, E10, E17)	Guest speakers from W.O.W. visits to office, cafeteria to observe schedules.	Maintain own personal daily calendar, schedule or planner.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	3.2 Outline in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.	4-5	(See App 3.1) (See App E 8, E10, E17)	(See A 3.1)	(See A 3.1)
	3.3 List common or routine duties and tasks other than school assignments and mark them on a weekly planning schedule.	4-5	(See App 3.1) (See App E 8, E10, E17)	(See A 3.1)	(See A 3.1)
	3.4 Acknowledge and describe the value of setting and monitoring goals and establishing time management priorities.	4-5	Review own schedule and daily/weekly/quarterly progress reports. (See App E 8, E10, E17)	Mentors	Revise daily schedule/calendar/ planner to improve effectiveness.
	3.5 Evaluate time management skills related to school success.	4-5	(See AA 3.4) (See App E10, E17)	(See AA 3.4)	(See AA 3.4)
AA 4.0 Develop effective stress management skills.	4.1 Identify and list typical events and situations that are stressful in a school and in life stages.	K-5	Teach stress management techniques. (See App F1)	Video about stress situations. Create posters about stress management.	Participate in health/wellness career fair.
	4.2 Accept stress and anxiety as a natural aspect of life and cite reasons for developing stress management skills.	K-5	Teach necessity of stress factors. (See App F1)	Guest speaker from health field.	(See AA 4.1)

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	4.3 Cite basic skills related to and methods of coping with test anxiety and other school related stress.	K-5	Teach stress management techniques. (See App F1)	(See AA 4.4)	Use self-monitoring techniques.
	4.4 Identify barriers to his/her success at school.	K-5	Teach self-monitoring techniques. (See App E12, E13)	Work with mentor/peer helper/coach.	Use self-monitoring techniques.
	4.5 Identify strategies to counter barriers to school success.	K-5	(See AA 4.4) (See App F1)	(See App 4.2)	(See AA 4.4)
AA 5.0 Understand attitudes and behaviors related to academic achievement.	5.1 Understand the power of peer relationships and peer support and identify desirable and undesirable peer pressures in terms of school success.	A	Lessons on attitude. Lessons on peer pressure. Lessons on cooperation. (+/-) role -play. (See App C4)	D.A.R.E. Activities Motivational speaker/ program and parent workshops	Career Fair
	5.2 Differentiate between intrinsic and extrinsic pressures and rewards.	A	Brainstorm differences. (See AA 5.1)	(See AA 5.1)	(See AA 5.1)
	5.3 Recognize and describe how positive thinking and practice of skills are related to success.	A	(See AA 5.1) (See App D16)	(See AA 5.1)	(See AA 5.1)
	5.4 Identify and demonstrate interpersonal skills related to building positive working relationships with others.	A	(See AA 5.1)	(See AA 5.1)	(See AA 5.1)

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
AA 6.0 Develop interpersonal and communication skills for successful learning.	6.1 Identify and demonstrate interpersonal skills related to building positive working relationships with others.	A	Character education activities, peace education activities, assertiveness training, cooperative learning activities. (See App D14, E13, E14	Mentor(s), mediator training, and peer tutor training.	Participate in clubs and organizations. Tutor another student as an ongoing "job."
	6.2 Describe the role of an effective group participant and take an active part in cooperative learning activities and projects.	A	(See AA 6.1) (See App D12)	(See AA 6.1)	(See AA 6.1)
	6.3 Compliment and confront others regarding their actions related to academic achievement.	A	(See AA 6.1)	(See AA 6.1)	(See AA 6.1)
	6.4 Demonstrate effective listening in an academic activity.	A	(See AA 6.1) (See App D10, H1, E9)	(See AA 6.1)	(See AA 6.1)
AA 7.0 Assess self and school success skills.	7.1 List and describe classroom learning behaviors related to achievement.	A	Lessons on effective learning behaviors; learning styles; brainstorming activities. (See AA 5.1) (See App D4, D7, D9, E9, E12)	Create own learning behavior report card.	Student led parent/teacher conference(s).
	7.2 Assess and evaluate his or her strengths regarding classroom learning behaviors.	A	(See App B3, D7, D9, E12)	(See AA 5.1)	(See AA 5.1)
	7.3 Identify his/her classroom and learning behaviors that need improvement.	3-5	Self knowledge survey. (See App B3, D7, D9, E12)	Mentor(s); student/teacher conferences.	Chart behavioral success daily.
	7.4 Assess and evaluate his/her teacher/student working relationships.	3-5	(See AA 7.3)	Mentor(s); student/teacher conferences.	Chart behavioral success daily.

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Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	7.5 Assess and evaluate his/her peer relationships in terms of their affect on academic achievement	A	Peace education activities. (See App C1, E13)	Mentor(s); student/teacher conferences.	Chart behavioral success daily.
	7.6 Assess his/her personal attitudes about school.	3-5	(See AA 7.3) (See App C1, D4, D9, E2)	Mentor(s); student/teacher conferences.	Chart behavioral success daily.
	7.7 Identify and cite his/her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.	3-5	Interest inventory. (See App D3, D4, E1, E3, E12, E16)	Review results with counselor and parent/teacher.	Use results to consider career options.
AA 8.0 Set academic goals and make decisions that help attain those goals.	8.1 Identify both short-term and long-term academic goals.	4-5	Lesson(s) on goal setting. (See App B3, D9, E11)	Interview parent, mentors, etc., about goals.	Complete an appropriate goal sheet or action plan.
	8.2 Select courses and other academic experiences that are consistent with his/her goals.	5	(See App E11)	(See CD 8.1)	(See CD 8.1)
	8.3 Organize and record a four-year sequence of courses and other academic experiences that will lead to goal attainment.		N/A	N/A	N/A
	8.4 Monitor progress toward goals and adjust plan with course selection or other learning activities.		N/A	N/A	N/A

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
CAREER DEVELOPMENT CD 1.0 (Acquire self-knowledge) Develop a positive self-concept as related to career problem solving and decision making.	1.1 Describe his/her positive characteristics as seen by others and himself/herself.	2-5	Self concept activities, journals. (See App C1, E16)	Describe how own positive traits help accomplish school or classroom jobs.	Classroom/school jobs
	1.2 Demonstrate behaviors that reflect a positive attitude about himself/herself in work-related activities.	A	(See CD 1.1) (See App A2, C1, D4)	Describe how own positive traits help accomplish school or classroom jobs.	Classroom/school jobs
	1.3 Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities.	A	(See CD 1.2) (See App D9, D18, E12, E16)	Describe how own positive traits help accomplish school or classroom jobs.	Classroom/school jobs
	1.4 Identify his/her personal interests, abilities, values, and beliefs related to career choice.	4-5	(See AA 7.7) (See App C3, C5, C6, E3)	(See AA 7.7)	(See AA 7.7)
	1.5 Explain the relationship between work-related behavior and self-concept.	4-5	(Activities to relate AA 7.7, CD 1.1, 1.2, 1.3) (See App A2, C1, C3, C5, C6, D3)	Mentors, parent interviews, career fair preparation activities.	Career fair
	1.6 Explain how individual characteristics relate to achieving personal, social educational, and career goals.	4-5	(Activities to correlate AA 7.3, AA 7.7 CD 1. a,b,# 2, # 3) (See App D3, D9, D18)	Character Education activities.	Career fair

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	1.7 Describe personal strengths and weaknesses in relationship to future educational or training requirements.	4-5	(See CD 1.6) (See App C1, D17, D18)	Character Education activities.	Career fair
CD 2.0 Understand interrelationships among life roles and the world of work.	2.1 Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.	A	Growing healthy—curriculum activities. (See App A1, D2, E5)	Guest speakers on various health topics.	School/classroom jobs Family chores/activities
	2.2 Describe the advantages and disadvantages of various life role options.	A	Multicultural awareness activities, cultural diversity activities. (See App C5, C6, D1, D17)	Character Education activities, guest speakers representing various careers. (See CD 2.2)	School/classroom jobs Family chores/activities
	2.3 Describe factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits).	3-5	(Relate CD 2.2 and CD 2.3) (See App C5, C6, D17, E3, E5)	(See CD 2.2)	School/classroom jobs Family chores/activities
	2.4 Describe the contributions of work to a balanced and productive life.	4-5	Growing healthy—curriculum activities. (See App C5, C6, D2, C5, E1)	(See CD 2.1)	School/classroom jobs Family chores/activities
	2.5 Describe ways in which work, family, leisure, and spiritual life are interrelated and integrated into his/her life journey.	4-5	Growing healthy—curriculum (See App D18, E1, E4, E5)	(See CD 2.2)	School/classroom jobs Family chores/activities

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	2.6 Describe ways that leisure contributes to development of occupational skills and job performance.	A	Lesson on how free time activities contribute to skill development. (See App E1, E4)	Relate free time skills to the real world jobs.	Career fair School/classroom jobs
(Acquire educational and occupational knowledge) CD 3.0 Attain awareness of personal development and life-long learning as related to productive and meaningful work	3.1 Describe how current learning relates to work.	A	Correlate school skills to work skills for different careers. (See App D1, D4, D8, E2, E3)	Guest speakers, career counselor speaker.	Field trips to different work sites
	3.2 Describe the relationship of personal attitudes, beliefs, abilities, and skills to successful work performance.	2-5	Growing healthy—curriculum activities (See AA 5.3) (See App A2, D7, D8, E4)	Character Education activities.	Field trips to different work sites
	3.3 Explain the importance of personal maintenance skills and positive attitudes to job success.	A	(See CD 3.2) (See App D18) Reinforce earlier lessons on positive attitudes. (See App E13)	(See CD 3.1) (See CD 3.2)	Field trips to different work sites
	3.5 Demonstrate positive work attitudes and behaviors.	A	Cooperative learning activities; chart/journal of classroom behaviors. (See App D3, D8)	Character Education activities.	School/classroom home/jobs and responsibilities
	3.6 Demonstrate learning habits and skills that can be used in the on-going development of job skills.	A	(See CD 3.5) (See App D4, D7, D8, D16, E13)	(See CD 3.5)	(See CD 3.5)
	3.7 Demonstrate behaviors that maintain physical and mental health in the workplace.	A	(See CD 3.5) (See App E13)	(See CD 3.5)	(See CD 3.5)

Elementary School
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.8 Describe career paths that reflect the importance of lifelong learning.		N/A	N/A	N/A
CD 4.0 Understand the relationship between school achievement and educational and career opportunity.	4.1 Describe how the amount of education needed for different occupational levels varies.	5	Research education needed for potential careers. (See AA 7.7) (See App C3, D4)	Interview people employed in careers students have identified.	(See CD 3.5)
	4.2 Identify how the skills taught in school subjects are used in various occupations.	4-5	Career unit using careers. (AA 7.7) (See App C3, D4, D8, E2, E3)	(See CD4.1) Guest Speakers	Take your child to work day. Career fair.
	4.3 Demonstrate how to apply academic and vocational skills to achieve personal and career goals.	4-5	(See CD 2.2) (See App C3, D8, E2, E3)	(See CD 4.1) Guest Speakers	School/classroom/ home/jobs and responsibilities.
	4.4 Identify how employment trends relate to education and training.	4-5	Florida Department of Employment, county-wide labor trends.	Guest speaker on importance of education to W.O.W.	N/A
	4.5 Describe how educational attainment relates to the selection of college majors, further training and/or entry into the labor market.	4-5	(See CD 4.4)	(See CD 4.4)	N/A
	4.6 Identify transferable skills that can apply to a variety of occupations and changing occupational requirements, cooperative education programs or extra curricular activities.	4-5	Identify universal job skills and attitudes. (Career unit in CD 4.2) (See App E1, E3)	(See CD 4.2) Identify job skills students are using/could be using.	Apply applicable skills to own jobs and responsibilities.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	4.7 Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs or extra curricular activities.		(See CD 3.5) (See App E1)	(See CD 3.5)	(See CD 3.5)
CD 5.0 Understand how the needs of society and the structure of the economy are related to the nature of work.	5.1 Describe the effects that societal, economic and technological changes have on occupations.		Review how technological changes have affected the world of work.	N/A	N/A
	5.2 Describe the effects of change in supply and demand for workers.	4-5	Review employment trends. (See CD 4.4)	(See CD 4.4, 4.5)	N/A
	5.3 Explain the social significance of various occupations. (All occupations have social significance)	4-5	Read about and discuss historical changes of various careers.	Career speakers and field trips.	N/A
	5.4 Describe how society's needs and functions affect the supply of goods and services.		N/A	N/A	N/A
	5.5 Define global economy and explain how it affects each individual.		N/A	N/A	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	5.6 Describe the advantages and problems for choosing nontraditional employment for women and men.		N/A	N/A	N/A
	5.7 Identify factors that have influenced the changing career patterns of women and men.		N/A	N/A	N/A
CD 6.0 Understand and use career information to solve career problems and make career decisions.	6.1 Contrast occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, desired personality traits.	4-5	Compare various careers identified in AA 7.7 in terms of given categories. (See App A2, D1)	(See school-based activity)	Field trips to visit different job sites.
	6.2 Demonstrate skills in using school, parents, friends and relatives, and community resources to learn about occupational groups.	4-5	Gather information for CD 6.1 using at least 4 resources. (See App A1)	(See school-based activity)	Field trips to visit different job sites.
	6.3 Demonstrate use of a range of career resources (e.g., handbooks, print materials, labor market information, computer-assisted career guidance systems).	5	N/A	N/A	Field trips to visit different job sites.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	6.4 Correctly identify various occupational classification systems (e.g., Dictionary of Occupational Titles, Guide to Occupational Exploration, Holland), and explain how they are used to look at careers.		N/A	N/A	N/A
	6.5 Identify individuals as information resources, role models, or mentors.	4-5	(See CD 6.2) (See App D1, E18)	Mentor/volunteer program.	N/A
CD 7.0 Acquire career problem solving, decision making, and planing skills.	7.1 Describe the steps through which career choices are made.	2-5	Lessons on decision making. Apply decision making model to career choices. (See App E14)	Parent education on career education program.	N/A
	7.2 Describe the steps in choosing school courses that meet tentative career goals.		N/A	N/A	N/A
	7.3 Identify ways in which decisions about education and work relate to other major life decisions.	5	(See App E4, E5)	N/A	N/A
	7.4 Develop and maintain an individual career plan with career goals, course options, and complementary work experiences.		N/A	N/A	N/A

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	7.5 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.		N/A	N/A	N/A
	7.6 Identify steps to apply for and secure financial assistance for post-secondary education or training.		N/A	N/A	N/A
CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem solving and decision making process.	8.1 Recognize the existence of career indecision and the need to engage in career problem solving and decision making.	2-5	(See CD 7.1)	Parent Education-Training children to make good decisions.	N/A
	8.2 Describe various strategies for solving career problems and making career decisions.	4-5	Teach various decision making models. (See App E14)	Apply several career decision making models to possible career choices.	N/A
	8.3 Describe the stages of the career problem solving and decision making process.	4-5	(See CD 8.2)	(See CD 8.2)	N/A
	8.4 Identify the types and quantity of information required to solve a career problem.	4-5	(See CD 8.2)	(See CD 8.2)	N/A
	8.5 Make tentative educational and occupational choices.		(See AA 7.7 and AA 8.2) (See App D18, E5)	N/A	N/A

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	8.6 Describe the effect of his/her emotional and physical health on making career decisions.		(See CD 2.1, 2.2)	N/A	N/A
	8.7 Describe the effect of work-related and career decisions on self and others.	2-5	Lesson on how personal choices affect others. (See App E13, E14)	N/A	N/A
CD 9.0 Develop skills to enable one to seek, obtain, maintain, and change jobs.	9.1 Locate, interpret, and use information about job openings.	4-5	Newspaper activity	N/A	N/A
	9.2 Demonstrate skills, knowledge, attitudes and behaviors necessary for a successful job interview.	4-5	Role Plays	N/A	N/A
	9.3 Prepare a resume and complete job application.		N/A	N/A	N/A
	9.4 Identify sources of employment opportunities in the community.		N/A	N/A	N/A
	9.5 Assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).		N/A	N/A	N/A
	9.6 Describe placement services available to help make school-to-school, school-to-work, and work-to-work transitions.		N/A	N/A	N/A

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	9.7 Identify circumstances where job changes may require retraining and upgrading of employee's skills and relocation.		N/A	N/A	N/A
CD 10 Develop effective human relations skills to enable positive and productive work relationships.	10.1 Demonstrate ways of responding to others when under stress in the workplace.	A	(See AA 4 activities) (See App E13)	(See AA 4 activities)	(See A 4 activities)
	10.2 Demonstrate the ability to use peer and supervisor feedback to improve performance in the workplace.	A	Cooperative learning activities teacher/student conferences.	Apply learning from school-based activity to performance in various roles.	School/classroom jobs and responsibilities student led parent conferences.
	10.3 Describe ways to meet personal needs through positive work relationships.	A	Work in cooperative groups to achieve specific goals and objectives. (See App E3)	Planning for cooperative school/community project.	Cooperative school/community projects.
	10.4 Demonstrate interpersonal skills required for maintaining productive work groups.	A	Cooperative learning activities. (See App B2)	(See CD 10.3)	(See CD 10.3)
	10.5 Describe appropriate employer and employee interactions in various situations.		N/A	N/A	N/A
PERSONAL SOCIAL DEVELOPMENT	1.1 Identify and understand school and classroom rules.	A	Teach classroom/school rules and rationale for each. (See App E15)	Relate school rules to home and "Life" rules.	School/classroom/home/ job and responsibilities.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
PS 1.0 Develop personal responsibility for his or her own behavior.	1.2 Understand the rewards and consequences associated with following or violating school or classroom rules.	A	Role play following and not following classroom/school rules and the consequences of both. (See App E4, E13, E15)	Relate following/breaking home "Life" rules and +/- consequences.	School/classroom/home/ job and responsibilities.
	1.3 Discriminate between acceptable and unacceptable behavior.	A	Brainstorm acceptable and unacceptable behaviors and give rationale for acceptability/non-acceptability. (See App B1, C1, D11, E15, G4)	Identify some acceptable/non-acceptable home/community behaviors and tell why.	School/classroom/ home jobs and responsibilities.
	1.4 Identify and understand his or her own attitudes and feelings about school and classroom rules.	A	Journaling, circle or discussion activities about school/classroom rules. (See App E15)	Extend school-based activity to include home/community rules.	School/classroom/home/ job and responsibilities.
	1.5 Understand and explain the reciprocal connection between his or her behavior and that of peers and authority figures.	A	Role play situations and discuss connections. Read and discuss relevant trade books. (See App B1, C1, C4, D14, E15)	N/A	Serve on student court.
	1.6 Understand social circumstances that contribute to behavior that violates acceptable social norms.	3-5 2-5	Character Education activities. Peer pressure resistance activities. (See App B1, C1, C4, E15)	N/A	Serve on student court.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
PS 2.0 Develop a positive estimation of his or her qualities or traits.	2.1 Identify the various dimensions of self-concept.	A	Self-concept activities that include personal, cultural, social and academic dimensions of self.	Parent workshops on building children's self-concept.	N/A
	1.7 Understand and describe aspects of his or her personal style that affect adherence to or violation of acceptable social norms.	4-5 2-5 A 5	Character Education activities; journaling activities. Lessons on how to develop good habits. (See App G4, E13, E15)	N/A	Serve on student court.
	2.2 Identify physical, personal and social qualities of self.	A	(See PS 2.1) (See App D5)	Parent workshops on building children's self-concept.	N/A
	2.3 Describe characteristics of self that make one special and unique.	A	(See PS 2.1) (See App D5, D13)	Parent workshops on building children's self-concept.	N/A
	2.4 Explain how personal traits such as self-reliance, punctuality and citizenship are related to success in life.	A	(See PS 2.1) Character Education activities. (See App D11, D12)	Guest speakers from the world of work.	N/A
	2.5 Accept and value one's own differences from others as positive.	A	Self-concept activities focused on acceptance of self and others. Peace education activities. (See App D5, D13)	Guest speakers.	N/A
	2.6 Express positive feelings about oneself.	A	Journaling; share positive statements with others/group. (See App D5, D13)	(See PS 2.1)	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	2.7 Identify discrepancies between real self -- how I am -- and ideal self -- how I would like to be.	4-5	Rating scale of qualities student has and wants/doesn't want. Identify discrepancies (See App B3, D9)	Identify areas of desired change and set goals and strategies. (See PS 2.1)	Student-teacher/parent conference to assess progress.
	2.8 Describe the relationship between positive behaviors such as performance in physical, personal and social tasks and positive self-esteem.	4-5	(See PS 2.4 AA 5.3, 5.4) (See App D13, D14) Journaling, character education activities.	Parent workshops.	Classroom/school/ home/ jobs and responsibilities.
	2.9 Identify strengths and weaknesses in the physical, personal, and social areas of life.	3-5	(See PS 2.7) (See App D9, D13)	(See PS 2.7)	(See PS 2.7)
	2.10 Identify and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.	3-5	(See PS 2.7) (See App B3, C1, D9)	(See PS 2.7 Goal setting activities)	(See PS 2.7)
PS 3.0 Master effective communication skills.	3.1 Demonstrate effective verbal and nonverbal attending skills such as eye contact, posture, verbal following.	A	Active listening lessons. (See AA 6.0 activities) Communication skills videos. (See App D15, E9, G5)	Peer counseling or peer mediation training activities.	Work as peer counselor or peer mediator.
	3.2 Reflect and paraphrase the content of another's communication.	2-5	Active listening activities communication skills videos. (See App H1)	Peer counseling or peer mediation training activities.	Work as peer counselor or peer mediator.
	3.3 Demonstrate differences between open and closed questions.	3-5	NA	N/A	N/A

Elementary School
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.4 Demonstrate appropriate use of open and closed questions in an inter-personal interaction.		N/A	N/A	N/A
	3.5 Label and reflect accurately the feelings of another.	A	(See PS 4.4) (See App D5, G5)	N/A	N/A
	3.6 Demonstrate an attitude of respect and non-judgment toward the feelings and beliefs of others.	A	N/A	N/A	N/A
	3.7 Demonstrate appropriate self-disclosure in an interpersonal interaction.		N/A	N/A	N/A
	3.8 Confront and challenge in an interpersonal interaction.		N/A	N/A	N/A
	3.9 Summarize the content and feelings of another in an inter-personal interaction.		N/A	N/A	N/A
	3.10 Give and follow directions.	A	Direction giving/following Activities. (See App D10, E9)	Give/follow directions about how to do a specific task.	School/classroom/home jobs and responsibilities.
PS 4.0 Master social and interpersonal skills.	4.1 Take turns, share, and cooperate in the service of accomplishing group goals.	A	Cooperative learning activities.	Work on group projects.	Work on school-wide/community projects.
	4.2 Express empathy and compassion for the feelings of others.	A	Peace education and character education activities. (See App C2)	Videos about assertiveness.	Work on school-wide/community projects.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	4.3 Explain the difference between assertive and aggressive interpersonal behavior.	A	Assertiveness training activities. (See App C2, G3, H2)	Videos about assertiveness.	Work on school-wide/community projects.
	4.4 Respond assertively, but non-aggressively, to negative and/or provocative responses from others.	A	(See PS 4.4) (See App C2, G3, H2)	Videos about assertiveness.	Work on school-wide/community projects.
	4.5 Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration, and anger.	A	(See AA 4.0) (See App F1, G3, G6, G7, H2)	Videos about assertiveness.	Work on school-wide/community projects.
	4.6 Explain the meaning of fair play in social relationships.	A	(See PS 4.2) (See App C2)	N/A	N/A
	4.7 Maintain his or her autonomy and personal integrity while participating in group activities and games.	3-5	Peer pressure awareness and resistance activities.	(See PS 4.1)	(See PS 4.1)
	4.8 Explain the ethical principles that underlie and guide personal and social behavior.	3-5	Character education activities. (See App C1, D14)	Classroom discussions of ethics in work-related situations.	School/classroom/ home/job Responsibilities.
	4.9 Function effectively as a social-group member.	A	(See App C1, D14)	N/A	N/A
	4.10 Function effectively as a work-group member.	A	Cooperative learning activities. (See App C1)	Work on class/group project.	Work on school and community project.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict.	5.1 Recognize the existence of problems in everyday life.	A	Peace education activities; character education. (See App C2, G1, G6, G7)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.
	5.2 Explain the relationship between personal expectations and interpersonal conflict.	A	Peace education activities. (See App B2, C2, G1, G6, G7)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.
	5.3 Identify sources of conflict in interpersonal situations.	A	Peace education activities. (See App B1, B2, C2, C4, G1, G6, G7)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.
	5.4 Describe the connection between frustration and aggression in interpersonal conflict.	A	Peace education activities. (See App B2, C2, G1, G6, G7)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.
	5.5 Demonstrate impulse control during interpersonal conflict.	A	Peace education activities. (See App B2, C2, G1, G6, G7)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	5.6 Discriminate between problems that belong to oneself and problems that belong to others.		Peace education activities. (See App B1, B2, C2, C4, G)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.
	5.7 Demonstrate the ability to apply a problem solving strategy in resolving interpersonal problems.	A	Peace education activities. (See App E7, G1, G2, G6, G7)	Peer mediation training; role playing, read trade books, cooperative games, cooperative projects, and guest speakers.	Peer mediator.
	5.8 Identify opportunities for negotiation and compromise in personal conflicts.	A	Peace education activities. (See App G1, G6, G7)	(See PS 5.7)	Peer mediator.
	5.9 Apply a mediation strategy to help resolve conflicts between others.	A	Peace education activities. (See App G1, G6, G7)	(See PS 5.7)	Peer mediator.
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	6.1 Identify the customs and expectations of his or her culture and the cultures of others.	A	Cultural diversity awareness activities. (history, customs, art, music, food beliefs, expectations) (See App D14)	Preparation for cultural fair, guest speakers, field trips to multi-cultural events, exhibit.	Cultural fair.
	6.2 Identify differences between self and others based on gender, disability, religion, and culture.	A	(See PS 2.1-6)	(See PS 6.1)	Cultural fair.
	6.3 Express pride in his or her family and cultural traditions.	4-5	Family tree activity; family history project. (See App C3)	(See PS 6.1)	Cultural fair.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	6.4 Demonstrate respect for the customs, expectations, and traditions of individuals with different backgrounds.	A	Activities to teach tolerance. (See PS 6.1)	(See PS 6.1)	Cultural fair.
	6.5 Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.	A	(See PS 6.4) Trade books about intercultural friendships.	(See PS 6.1)	Cultural fair.
	6.6 Relate effectively to others based on differences in ethnic, cultural, religious, and other group membership.	A	N/A	N/A	N/A
	6.7 Discuss how individual and cultural differences among people can contribute to the enrichment of the whole group.	A	(See PS 6.1) (See App D5) (See PS 6.5)	N/A	N/A
	6.8 Demonstrate an awareness of his or her own biases, prejudices, and stereotypes regarding gender, ethnic, cultural, and religious differences as well as individual differences.		N/A	N/A	N/A

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	6.9 Evaluate the effects of his or her own biases, prejudices, and stereotypes on self and on relationships with others.		N/A	N/A	N/A
	6.10 Describe conflicts resulting from gender and culture-related beliefs and biases.		N/A	N/A	N/A
	6.11 Analyze and evaluate his or her own comfort in associating with individuals from different cultures and ethnic backgrounds.		N/A	N/A	N/A
	6.12 Evaluate how prejudicial actions that one has observed are hurtful to others.	A	Peace education activities, on prejudice. Circle discussions/class discussions. Read trade books about prejudice. (See PS 6.4)	N/A	N/A
PS 7.0 Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.	7.1 Identify personal and interpersonal problems in his or her own life.	2-5	(See PS 5.0) (See App C1)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
	7.2 Demonstrate sensitivity to verbal and nonverbal cues in perceiving problems in a social situation.	2-5	(See PS 3.1) (See App C2, D15)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	7.3 Perceive and correctly interpret the actions and needs of other people.	3-5	(See PS 3.1) (See App C1, C2, D15)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
	7.4 Develop a series of alternate courses of action in response to an identified problem.	3-5	Teach different models of problem solving and Decision making; role play; brainstorm. (See App E7)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
	7.5 Identify the consequences associated with alternative courses of action considered in response to an identified problem.	3-5	(See PS 7.4) (See App E7)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
	7.6 Provide a rationale for a chosen course of action as most appropriate when compared to alternate courses of action.	3-5	(See PS 7.4) (See also App E7)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
	7.7 Select an effective course of action from two or more alternatives in response to an identified problem.	3-5	(See PS 7.4) (See also App E7)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
	7.8 Evaluate the effectiveness of a selected course of action in response to an identified problem.		(See PS 7.4) (See also App E7)	Set goals as part of problem solving process. Student/teacher conferences.	Student-led teacher/parent conferences.
PS 8.0 Develop healthy lives and communities.	8.1 Know and discuss common health problems in society.	A	Growing Healthy activities, videos, Newspapers In Education activities.	Field trip to wellness education center, Guest speakers from health and wellness.	Student-led teacher/parent conferences.

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
	8.2 Recognize positive effects of living a healthy life to self and society.	A	Growing Healthy activities, videos. (See App D14)	(See PS 8.1)	Student-led teacher/parent conferences.
	8.3 Know and demonstrate how exercise, nutrition, positive attitudes, and personal living habits can affect one's life and community.	3-5	Chart eating and exercise habits. Extend AA 5.1 activities. (See PS 8.2) (See App D14)	(See PS 8.1)	Student-led teacher/parent conferences.
	8.4 Recognize high-risk behaviors and pressures that contribute to unhealthy social activities.	A	Growing Healthy activities.	(See PS 8.1) Parent to Parent Workshop.	Red Ribbon Week activities.
	8.5 Indicate a knowledge of the value of wellness and prevention strategies related to the threats against health.	A	Growing Healthy activities. Physical education activities. (See PS 8.1; PS 8.2)	(See PS 8.4)	Red Ribbon Week activities.
	8.6 Cite and describe the long-range consequences of abusive behaviors.	1-5	Alcohol, Tobacco, Drug Awareness/Prevention activities. (See PS 8.1; PS 8.2)	(See PS 8.4)	Red Ribbon Week activities.
	8.7 Know available school and community resources that promote health and help those in need of assistance.	A	School assembly to introduce school personnel.	N/A	N/A
	8.8 Give examples of prevention strategies related to the problems of abuse and potential harm.	A	(See PS 8.5)	N/A	N/A

Elementary School COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX					
Student Development	**School-Based Outcomes**	**Lvl**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
COMMUNITY INVOLVEMENT CI 1.0 Appreciate the role of community workers and helpers.	1.1 Give examples of the roles and functions of community leaders and workers.	K-2 3-5	Community helpers activities, community workers/local government activities. (See App D1, D6, E6)	Guest speakers and field-trips in the community.	Career fair.
	1.2 Demonstrate an appreciation for community leaders, service providers, and volunteer helpers.	A	Volunteer appreciation activities. (See App D1, D6)	Preparation for volunteer appreciation celebration.	Volunteer Appreciation Day.
CI 2.0 Develop a sense of community pride.	2.1 Develop a sense of community pride.	A	School pride activities.	N/A	N/A
	2.2 Give examples of achievements by community members that foster community pride.	A	Celebrate classroom/school Community awards and recognition of peers.	N/A	N/A
	2.3 Describe the positive strengths of a community.	2-5	Discuss how the school/ community helps its members.	Implement ideas.	N/A
	2.4 Trace the history and development of his or her community.		N/A	N/A	N/A
CI 3.0 Develop and participate in community volunteer service projects.	3.1 Describe the value and benefit of volunteering for community service.	A	Peer tutoring/school job training activities.	School wide bulletin board and morning announcements.	Peer tutoring. School jobs.
	3.2 Identify community needs and interests.	A	(See CI 3.1)	(See CI 3.1)	(See CI 3.1)

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	3.3 Know and identify ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.	A	Brainstorm ways to create and maintain a safe school environment.	Implement ideas	Safety patrol and student government participation. Safe school projects.
	3.4 View and describe self as a valuable contributor to safe, friendly, and productive communities.	A	Character education, citizenship activities.	N/A	N/A
	3.5 Participate in voluntary community service projects that involve an application of knowledge and skills learned in school.	A	(See CI 3.1) Contact nearby nursing home, hospital, etc. to identify needs for student service projects.	Preparation of community service project.	Participate in a community service project.
	3.6 Describe and discuss the value the satisfaction of helping others through community service projects.	A	(See CI 3.1)	(See CI 3.1)	(See CI 3.1)
CI 4.0 Understand and enhance the Community	4.1 Demonstrate positive attitudes toward community.	A	(See CI 2 activities)	N/A	N/A
	4.2 Visualize and describe self as a responsible and productive community member.	A	(See CI 2 activities)	N/A	N/A
	4.3 Take a part in activities that build a sense of pride in his or her community.	A	(See CI 2 activities)	Mentoring.	N/A

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX

Student Development	School-Based Outcomes	Lvl	School-Based Activities	Connecting Activities	Work-Based Activities
	4.4 Form a positive working and learning relationship with respected and productive citizens in the community.	A	Work with a mentor or volunteer.	Mentoring.	N/A
	4.5 Know and identify concepts and skills related to good citizenship.	A	Character education citizenship activities.	Guest speakers from American Legion, VFW, service organizations, etc.	Participate in Veteran's Day Memorial Day, election activities.
	4.6 Know resources available in the community that support personal and social well-being.	A	N/A	N/A	N/A

Exceptional Student Education Overview
Elementary Education

This Exceptional Student Education guide is an addendum to the Southwest Florida School-to-Careers Consortium Comprehensive Student Development Curriculum. No one set of modifications is applicable to the special needs of all learners. The ESE population represents perhaps the most diverse within our schools, so the modifications suggested represent tangible assistance for many students. Some students have needs for changes to the learning situation, others for changes in the learning environment, others for self-management strategies, and still others for physical changes in activities. While some special education students are integrated into classes with all other students, some special education students are engaged in classes that only contain other special education students. However, regardless of learning needs, accommodations required, or classroom setting, all special education students are to be served by comprehensive student development. Student development (academic, career, and personal/social development) is one of many areas in which ESE students are guaranteed access by law.

Our daily responsibilities to these students are to make the often simple modifications, accommodations, and adaptations of the exercises contained in the curriculum. When planning to implement this curriculum, the primary emphasis should be on individual learning needs. Thus, whenever planning a lesson, an activity, an off-campus visit, or working with families to develop short and long-range plans to meet students' needs, all counselors and teachers must account for meeting all students' needs. Classroom guests (counselors presenting periodic lessons or outside speakers) should talk to teachers in advance to identify any special considerations. Special educators, who recognize and meet their students' individual needs on a daily basis, may be a good resource for many supplementary activities and adaptations.

All student learning needs and curriculum adaptations are specified in an annually prepared Individualized Educational Plan (IEP). The IEP all specifies the degree to which students participate in least restrictive environments, an educational practice called "inclusion". Inclusion means helping students with learning disabilities and other handicapping conditions to work and learn in the least restrictive environment they can manage with reasonable accommodations. This is frequently a regular classroom setting which affords the opportunity to become as independent as possible while gaining social skills and exposure to the widest range of goals and possibilities. All students in the class will benefit through the opportunity to become familiar and accepting of a more diverse range of individuals.

Ultimately, the goal of all children and their families is academic achievement at the student's highest capability that leads to eventual independent adult life. For all students the relationship between education and the world of work is critical; for ESE students that explicit relationship is especially critical. The successive career activities involved in awareness, development, and implementation of career planning allows ESE students and their families time to explore and plan lives in which the impact of handicapping conditions can be minimized. Career development activities can help identify careers that are available and plan ways to overcome any barriers to success.

Parents are partners in their children's successes at school and in life. For the ESE student, ongoing involvement and partnership with the family is just as essential as for any other student. Reaching out to families with newsletters, home visits, cable television and other new technologies keeps parents and teachers informed of mutual concerns involving students who may need additional support to prepare for a career. Educating parents that their students should be receiving career development curriculum and services, and the potential impact of those services and curriculum is an important part of that role. Other aspects may include coordinating with families concerning supportive home activities as well as helping families access supportive community agencies and programs.

The adaptations suggested in this guide are a sample of the kinds of changes, accommodations, or adaptations that may be required by many students of many activities. Not every activity requiring changes was selected as an example. As well, many activities are suggested specifically for ESE populations that do not appear in the comprehensive student development curriculum. It is up to the educator to insure that selected activities are planned carefully to serve the needs of the intended population.

Working with ESE Students in the regular classroom

1. Reduce the amount of work and concentrate on the correctness of work done.

2. When the student does a task well, let him/her be responsible for helping others with it.

3. Teach the same subject, but also present it through concrete experiences and visual media.

4. Teach tasks as much as possible through functional activities such as shopping, making change, reading the newspaper, playing games, etc.

5. Reduce distractions by: having only one task at a time, using worksheets with lots of space, providing a quiet work area, giving simple directions or questions.

6. When homework is given, it is best to give work the student can already do with which he needs more reinforcement.

7. Pair up the mainstreamed student with another student that has leadership, compassion, and patience capabilities.

8. Move the student to a closer position for teacher supervision.

9. Move distracting or disturbing students/materials.

10. Allow the student to use any necessary crutch to learn; it will be discarded when no longer needed.

11. Individualize instruction where needed.

12. Set fair and clearly defined limits for classroom behavior and academic expectations. Follow through with consistency.

13. Make a definite effort to see that each student has some sort of success each day.

14. Allow for open communication between yourself and the ESE student.

15. Actively control variables which make learning occur, such as directing attention, arranging tasks, prompting responses, differentially reinforcing behavior.

16. Be flexible with output; have students write, talk aloud.

17. Provide directions which are simple, specific, and consider the clarity, speed, complexity, and channel of delivery: check for comprehension: have student repeat and/or paraphrase.

18. Encourage homework as promoting academic progress, not as punishment for poor achievement.

19. Use a variety of assessment techniques: written, oral, demonstration.

20. Be flexible and ready for change!

The following information was adapted from briefing papers and fact sheets available on **http://www.nichcy.org/disabinf.htm.** This web site provides a wealth of information concerning different disabling conditions, their characteristics and incidence as well as educational implications and a wonderful list of resources in each category. You are strongly encouraged to visit this site for more information about these and other important topics

Attention-Deficit/Hyperactivity Disorder (AD/HD) is a neurobiological disorder. Typically children with AD/HD have developmentally inappropriate behavior, including poor attention skills, impulsively, and hyperactivity. These characteristics arise in early childhood, typically before age 7, are chronic, and last at least 6 months. Children with AD/HD may also experience problems in the areas of social skills and self esteem.

Many children with AD/HD experience great difficulty in school, where attention and impulse and motor controls are virtual requirements for success. Children with AD/HD tend to overreact to changes in their environment. Whether at home or in school, children with AD/HD respond best in a structured, predictable environment. Here, rules and expectations are clear and consistent, and consequences are set forth ahead of time and delivered immediately. By establishing structure and routines, parents and teachers can cultivate an environment that encourages the child to control his or her behavior and succeed at learning. Adaptations which might be helpful (but will not cure AD/HD) include:

-- posting daily schedules and assignments
-- calling attention to schedule changes
-- setting specific times for specific tasks
-- designing a quiet work space for use upon request
-- providing regularly scheduled and frequent breaks
-- using computerized learning activities
-- teaching organization and study skills
-- supplementing verbal instructions with visual instructions
-- modifying test delivery.

Autism and Pervasive Developmental Disorder NOS (not otherwise specified) are developmental disabilities that share many of the same characteristics. Usually

evident by age three, autism and PDD-NOS are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Early diagnosis and appropriate educational programs are very important to children with autism or PDD. Educational programs for students with autism or PDD focus on improving communication, social, academic, behavioral, and daily living skills. Behavior and communication problems that interfere with learning sometimes require the assistance of a knowledgeable professional in the autism field who develops and helps to implement a plan which can be carried out at home and school.

The classroom environment should be structured so that the program is consistent and predictable. Students with autism or PDD learn better and are less confused when information is presented visually as well as verbally. To overcome frequent problems in generalizing skills learned at school, it is very important to develop programs with parents, so that learning activities, experiences, and approaches can be carried over into the home and community. With educational programs designed to meet a student's individual needs and specialized adult support services in employment and living arrangements, children and adults with autism or PDD can live and work in the community.

Cerebral palsy is a condition caused by damage to the brain, usually occurring before, during or shortly following birth. "Cerebral" refers to the brain and "palsy" to a disorder of movement or posture. It is neither progressive nor communicable. It is also not "curable" in the accepted sense, although education, therapy and applied technology can help persons with cerebral palsy lead productive lives. It is not a disease and should never be referred to as such. It can range from mild to severe.

Early identification of cerebral palsy can lessen developmental problems and lead to appropriate intervention when it helps the most. Activities for children with cerebral palsy may include:

-- speech and language therapy;
-- occupational therapy;
-- physical therapy;
-- medical intervention;
-- family support services;
-- early education; and
-- assistive technology.

As a child gets older and begins formal schooling, the intensity of services will vary from individual to individual. Persons with cerebral palsy are usually able to attain a substantial degree of independence but, in some cases, may need considerable assistance. People extensively affected by cerebral palsy can still be highly functional and independent. The HEATH Resource Center, the clearinghouse on postsecondary education for individuals with disabilities, states that a significant number of students with cerebral palsy are enrolled in colleges and universities. Advanced technology, including computers and engineering devices, has been applied to the needs of persons with cerebral palsy. Technological innovations have been developed in the areas of speech and communication, self-care, and adapting living arrangements and work sites.

Another important development has been the increased ability of persons with disabilities, including those who have cerebral palsy and other severe disabilities, to live independently in the community. Adults with cerebral palsy are now living, with or without assistance, in their own apartments or townhouses. Independent Living Centers have also proven to be important resources for persons with disabilities.

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."
Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."
Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech.

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn. However, children who are either hard of hearing or deaf generally require some form of special education services in order to receive an adequate education.

Children who are hard of hearing will find it much more difficult than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication. Since the great majority of deaf children (over 90%) are born to hearing parents, programs should provide instruction for parents on implications of deafness within the family.

Down syndrome is the most common and readily identifiable chromosomal condition associated with mental retardation. It is caused by a chromosomal

abnormality: for some unexplained reason, an accident in cell development results in 47 instead of the usual 46 chromosomes.

Shortly after a diagnoses of Down syndrome is confirmed, parents should be encouraged to enroll their child in an infant development/early intervention program. These programs offer parents special instruction in teaching their child language, cognitive, self-help, and social skills, and specific exercises for gross and fine motor development. Research has shown that stimulation during early developmental stages improves the child's chances of developing to his or her fullest potential. Continuing education, positive public attitudes, and a stimulating home environment have also been found to promote the child's overall development.

Just as in the normal population, there is a wide variation in mental abilities, behavior, and developmental progress in individuals with Down syndrome. Their level of retardation may range from mild to severe, with the majority functioning in the mild to moderate range. Due to these individual differences, it is impossible to predict future achievements of children with Down syndrome. Because of the range of ability in children with Down syndrome it is important for families and all members of the school's education team to place few limitations on potential capabilities. It may be effective to emphasize concrete concepts rather than abstract ideas. Teaching tasks in a step-by-step manner with frequent reinforcement and consistent feedback has been proven successful. Improved public acceptance of persons with disabilities along with increased opportunities for adults with disabilities to live and work independently in the community, have expanded goals for individuals with Down syndrome. Independent Living Centers, group shared and supervised apartments and support services in the community have proven to be important resources for persons with disabilities.

Many terms are used to describe <u>emotional, behavioral or mental disorders</u>. Currently, students with such disorders are categorized as having a serious emotional disturbance, which is defined under the Individuals with Disabilities Education Act as follows:

"...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance--

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems." (Code of Federal Regulations, Title 34, Section 300.7(b)(9))

The educational programs for students with a serious emotional disturbance need to include attention to mastering academics, developing social skills, and increasing self-awareness, self-esteem, and self-control. *Career education (both academic and vocational programs) is also a major part of secondary education* and should be a part of every adolescent's transition plan in his or her Individualized Education Program (IEP).

Behavior modification is one of the most widely used approaches to helping children with a serious emotional disturbance. However, there are many other techniques that are also successful and may be used in combination with behavior modification. Life Space Intervention and Conflict Resolution are two such techniques.

The regulations for Public Law (P.L.) 101-476, the Individuals with Disabilities Education Act (IDEA), define a learning disability as a

"disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations."

Parents and teachers need to concentrate on the individual child. They need to observe both how and how well the child performs, to assess strengths and weaknesses, and develop ways to help each child learn. It is important to remember that there is a high degree of interrelationship and overlapping among the areas of learning. Therefore, children with learning disabilities may exhibit a combination of characteristics.

Because learning disabilities are manifested in a variety of behavior patterns, the Individual Education Program (IEP) must be designed carefully. A team approach is important for educating the child with a learning disability, beginning with the assessment process and continuing through the development of the IEP. Close collaboration among special class teachers, parents, resource room teacher, regular class teachers, and others will facilitate the overall development of a child with learning disabilities.

Some teachers report that the following strategies have been effective with some students who have learning disabilities:

- Capitalize on the student's strengths;
- Provide high structure and clear expectations;

- Use short sentences and a simple vocabulary;
- Provide opportunities for success in a supportive atmosphere to help build self-esteem;
- Allow flexibility in classroom procedures (e.g., allowing the use of tape recorders for note-taking and test-taking when students have trouble with written language);
- Make use of self-correcting materials, which provide immediate feedback without embarrassment;
- Use computers for drill and practice and teaching word processing;
- Provide positive reinforcement of appropriate social skills at school and home; and
- Recognize that students with learning disabilities can greatly benefit from the gift of time to grow and mature.

People with mental retardation are those who develop at a below average rate and experience difficulty in learning and social adjustment. The regulations for the Individuals with Disabilities Education Act (IDEA) provide the following technical definition for mental retardation:
"Mental retardation means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance."

"General intellectual functioning" is typically measured by an intelligence test. Persons with mental retardation usually score 70 or below on such tests. "Adaptive behavior" refers to a person's adjustment to everyday life. Difficulties may occur in learning, communication, social, academic, vocational, and independent living skills. They do learn, but slowly, and with difficulty.

Persons with mental retardation have the capacity to learn, to develop, and to grow. The great majority of these citizens can become productive and full participants in society.
As with all education, modifying instruction to meet individual needs is the starting point for successful learning. Throughout their child's education, parents should be an integral part of the planning and teaching team.

In teaching persons with mental retardation, it is important to:

- Use concrete materials that are interesting, age-appropriate, and relevant to the students;
- Present information and instructions in small, sequential steps and review each step frequently;
- Provide prompt and consistent feedback;

- Teach these children, whenever possible, in the same school they would attend if they did not have mental retardation;
- Teach tasks or skills that students will use frequently in such a way that students can apply the tasks or skills in settings outside of school; and
- Remember that tasks that many people learn without instruction may need to be structured, or broken down into small steps or segments, with each step being carefully taught.

Children and adults with mental retardation need the same basic services that all people need for normal development. These include education, vocational preparation, health services, recreational opportunities, and many more. In addition, many persons with mental retardation need specialized services for special needs.

People with severe disabilities are those who traditionally have been labeled as having severe to profound mental retardation. These people require ongoing, extensive support in more than one major life activity in order to participate in integrated community settings and enjoy the quality of life available to people with fewer or no disabilities. They frequently have additional disabilities, including movement difficulties, sensory losses, and behavior problems.

Early intervention programs, preschool, and educational programs with the appropriate support services are important to children with severe disabilities. In order to effectively address the considerable needs of individuals with severe and/or multiple disabilities, educational programs need to incorporate a variety of components, including language development, social skill development, functional skill development (i.e., self-help skills), and vocational skill development

Classroom arrangements must take into consideration students' needs for medications, special diets, or special equipment. Adaptive aids and equipment enable students to increase their range of functioning. The use of computers, augmentative/alternative communication systems, communication boards, head sticks, and adaptive switches are some of the technological advances that enable students with severe disabilities to participate more fully in integrated settings.

Community-based instruction is also an important characteristic of educational programming, particularly as students grow older and where increasing time is spent in the community. School to work transition planning and working toward job placement in integrated, competitive settings are important to a student's success and the long-range quality of his or her life. In light of the current Vocational Rehabilitation Act and the practice of supported employment,

schools are now using school-to-work transition planning and working toward job placement in integrated, competitive settings rather than sheltered employment and day activity centers.

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding.

The speech-language pathologist may assist vocational teachers and counselors in establishing communication goals related to the work experiences of students and suggest strategies that are effective for the important transition from school to employment and adult life. Communication has many components. All serve to increase the way people learn about the world around them, utilize knowledge and skills, and interact with colleagues, family and friends.

Traumatic Brain Injury (TBI) is defined within the I.D.E.A. as an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

Despite its high incidence, many medical and education professionals are unaware of the consequences of childhood head injury. Students with TBI are too often inappropriately classified as having learning disabilities, emotional disturbance, or mental retardation. As a result, the needed educational and related services may not be provided within the special education program. The designation of TBI as a separate category of disability signals that schools should provide children and youth with access to and funding for neuropsychological, speech and language, educational, and other evaluations necessary to provide the information needed for the development of an appropriate individualized educational program (IEP).

Careful planning for school re-entry (including establishing linkages between the trauma center/rehabilitation hospital and the special education team at the school) is extremely important in meeting the needs of the child. It will be important to determine whether the child needs to relearn material previously known. Supervision may be needed (i.e. between the classroom and restroom) as the child may have difficulty with orientation. Teachers should also be aware that, because the child's short-term memory may be impaired, what appears to have been learned may be forgotten later in the day. To work constructively with students with TBI, educators may need to:

- Provide repetition and consistency;
- Demonstrate new tasks, state instructions, and provide examples to illustrate ideas and concepts;
- Avoid figurative language;
- Reinforce lengthening periods of attention to appropriate tasks;
- Probe skill acquisition frequently and provide repeated practice;
- Teach compensatory strategies for increasing memory;
- Be prepared for students' reduced stamina and increased fatigue and provide rest breaks as needed; and
- Keep the environment as distraction-free as possible.

Initially, it may be important for teachers to gauge whether the child can follow one-step instructions well before challenging the child with a sequence of two or more directions. Often attention is focused on the child's disabilities after the injury, which reduces self-esteem; therefore, it is important to build opportunities for success and to maximize the child's strengths.

Elementary

Students with disabilities often require special adaptations for the suggested school-based, connecting, and work based activities noted in the Student Development Curriculum. There is a wide spectrum of disabilities and health problems which impact the educational environment. Section '504' of the 1973 Rehabilitation Act requires that programs be accessible to all students. Essentially student development at the elementary level involves learning skills for academic success, increasing student awareness of the world of work and of themselves as potential employees, learning to engage in interpersonal relationships, and becoming increasingly interested in the broader community.

Academic Achievement

School counselors, as the student development specialists, often coordinate with the Exceptional Student Education (ESE) department in providing support for ESE students. Students may benefit from appropriate accommodations, strategies, and modifications necessary to allow mastery of basic academic skills to their maximum potential. Consulting with families to provide information and training is an integral part of this process.

Career Development

At the elementary level, the school counselor may work in concert with teaching staff to provide opportunities for career awareness. While many ESE students receive standard curriculum with accommodations for learning needs, some ESE students require specified curriculum that emphasizes life skills

necessary for successful job performance or independent living. Families require awareness of career activities to be of greatest support to their child.

Personal/Social Development
The school counselor is responsible for coordination of activities to include acceptable behaviors, self-concept, and ability to get along with others. Some students exhibit greater needs in this area than others. These self-management and interpersonal behaviors are critical to life and career success

Community Involvement
Students in elementary schools must ultimately be involved in the school or local community. This involves service to the school and community as well as adapting activities concerning community resources. When considering guest speakers or shadow experiences, try to locate a sample of individuals with disabilities as mentors or career examples. Identify agencies or businesses that employ personnel with disabilities.

Suggested Modifications for Activities in Appendices

A-1,3 Have students visit, observe, and help each worker. Use communication appropriate to students level or receptive language mode. Interpreters or equipment as necessary.

B-2 Break into smaller segments. Use necessary equipment or modifications. Repeat activities.

B-3 Guided activity for SLD students, not applicable for very low level functioning students.

C-6 Simplify, assist with chart, use sign language or augmentative communication boards. Have students attend a career fair.

D-1,2, 6 Use of interpreter, sign language, augmentative communication, or peer helpers. Field trips, guest speakers.

D-10, 11,12 Role modeling, augmentative communication, sign language, other equipment as needed.

D-13 Invite students from other classes to participate in activities. Praise each student for choices made.

D-14, 15 Peer helpers, role modeling, interpreters.

E-2 Invite family members.

E-3 Career fair participation will assist with comprehension.

E-6 Job charts, Technology (Job Jungle) and communication support.

E-7,8, 9,12 With additional teacher support for SLD students.

F-1 Music game, to reinforce concepts. Provide signals for activities, movement, and repetitions.

G-1,8 "I Care Rules". Sign language poster, role modeling, daily reinforcement.

G-2 Adapt and relate to manners.

G-5 Use mirror, pictures, stories. Self expression activities..."I look like this when....".

H-1 Simplify, model, practice. Listening center activity. Use of augmentative communication, interpreters and sign language as needed.

Helpful Web Sites For Exceptional Student Education

General, for All Categories	http://cec.sped.org/home/htm http://nichy.org http://disability.com/links/cool.shtml http://ed/gov/offices/OSERS/IDEA http://fndfl.org/brochure.html
Learning Disabilities	http://wwwldonline.com http://www.ldmatl.org http://www.ncld.org
Attention Deficit Hyperactivity Disorder	http://www.chaad.com http://www.add.org http://add-adhd.org
Emotional/Behavioral	http://mentalhealth.org
/INDEX.htm	http://www.aacap.org
Mental Retardation	http://thearc.org/welcome.html http://specialolympics.org http://aamr.org
Communication/Speech and Language	http://www.asha.org http://www.boystown.org
Gifted	http://www.prufrock.com http://www.eskimo.com/~user/kids.html
Severe and Multiple Disabilities	http://www.tash.org http://www.asbah.demon.co.uk
Autism	http://www.syr.edu/~jmwobus/autism/#libraries http://www.autism.org/contents.html/#subgroup http://www.udel.edu/bkirby/asperger/index.html
Other Health Impairments	http://www.cancerkids.org/ http://www.jdfcure.com/cdk001.htm (Juvenile Diabetes) http://www.epinet.org.au/ (Epilepsy)
Physical Disabilities	http://www.sbaa.org (Spinal Bifida)

Traumatic Brain Injury	http://www.brainindex.com/tbl.html http://www.neuroskills.com/~cns/tbi/hdi/gb.html
Hearing Loss	http://www.deafworldweb.org http://www.agbell.org http://www.nad.org http://www.gallaudet.cdu:80/-nicd
Vision Loss	http://www.afb.org/afb/ http://www.az.com/~dday/blindkids.htmlHe

Why Assessment in Student Development?

Curriculum assessment gets to the heart of the matter in education today; can counselors or any educators demonstrate their worth to the education process and to meeting standards? Accountability is critical as districts and buildings are increasingly free to select staffing patterns that best meet student learning needs. Those who cannot demonstrate their effectiveness in terms of student learning and outcomes will be increasingly vulnerable. Assessment is required of any continuous quality improvement process. If our goal is truly student development, we have to be ready to examine our methods and assumptions in helping students achieve their goals.

Current trends in education see a movement toward increased accountability for curriculum delivery and effectiveness. In student development curriculum areas, such assessment is not often as simple as standardized testing nor are skills as discrete as those are in English or math. However, accountability to curriculum goals for student development requires that some assessment practices be incorporated into any curriculum adoption. This guide presents ideas for assessment of the Comprehensive Student Curriculum developed for the Southwest Florida School-To-Careers Consortium.

This assessment effort is breaking new ground. Most information about student development concerns inputs and counselor/teacher time accountability when it is gathered at all. This shifts the focus to student learning and the effectiveness of programs on student decisions and attainment. As a new process, it must be continually revisited, revised and time/benefits in assessment activities must be evaluated.

Purposes of Assessment

Assessment serves several general purposes that can be broadly defined under decision-making, communication, and accountability.

Decision-making Assessment information can be used to help students make individual decisions about career paths, and course planning as well as helping students identify skills, knowledge or attitudes that they still need to learn. Individual students and their families benefit from such assessment as specific skills are identified as having been acquired or which need further exposure and development. Teachers and counselors can identify students' needs for curriculum planning. They can also use information to improve instruction and curriculum activities. Schools or districts can use assessment information to continue or improve instruction, programs, and curriculum as well as to contribute to the school improvement process as a whole. District administrators

can use such information in curriculum planning, training, district improvement goals and in setting priorities for meeting student needs. Increasingly, staffing decisions may be made based on assessment data.

Communication Assessment information is already used to communicate progress toward educational goals to students, parents, community members, and administrators. As well, assessment information is often used to communicate special strengths or successful features of programs, curriculum activities, or schools. For student development purposes, assessment may also communicate areas of student achievement that have previously been ill-defined and may advocate for the importance of such student achievement goals in the overall curriculum and educational program.

Accountability Assessment information is at the heart of school, district and program accountability; an increasingly critical factor in all aspects of education's operations. Without assessment, many believe that there is little accountability. Little accountability makes staff and their programs vulnerable to criticism, lack of understanding, or reductions in support.

Assessment Approaches

Several approaches to assessment are possible. When considering assessment methods, it is important to recognize that assessment based on all self-report data may not provide an entirely accurate picture of what a student really has experienced or learned. The same may be true of assessment based entirely on a list of inputs. Consider a mixture of data sources and types of assessment to get the most accurate picture of what individual students and programs have accomplished.

First, inputs can be assessed. Did curriculum units get delivered? Teachers and/or counselors can be asked to list activities, materials, and annual schedules for student development curriculum delivery. Examples of such activities can be obtained by reviewing the Florida's Comprehensive Student Development Curriculum for a School-To Career System (1994).

A second approach involves assessing student learning of each discrete activity. For example, when middle school students are engaged in the work-based learning activity of touring a hospital to learn about different occupations that occur there, they can be asked to list three occupations they observed and list the educational qualifications each requires, or each can be asked to write an essay to relate a work of fiction about medicine to match observations at the hospital. Another example might be, students demonstrating specific career skills as part of the activity itself, e.g., completing a four-year plan. While

such assessment may be readily adapted to school-to-career curriculum, and are certainly recommended as much as possible, such activities may become burdensome to a school day already burgeoning with increased curricular requirements and testing.

A third approach is to assess broader student development accomplishments. This type of assessment is by nature more synthetic of a broader range of skills and competencies and would occur after longer periods of instruction and experiences; i.e., after a year or at transition points between school levels or between school and work. This approach is more portfolio or performance based and creates an accountability at the "seams" of a student's school progression. As well, since school-to-career curriculum activities are often infused into other curriculum areas, separate assessment may be neither appropriate nor convenient. It adds less burden to teachers and counselors and can be used to communicate to the next consumer of a student's skills (teacher, counselor, employer) that the student has achieved a specified level of competence in identified school-to-career objectives.

Another approach to assessment can be overall program assessment. Such assessment may be included in school climate surveys of students, school personnel, administrators, and community members. Or specific surveys to evaluate skill acquisition, career awareness and development, and the degree to which classroom and community based activities, can be developed and administered. Questions should focus on a variety of areas including:

- Career awareness, career decision-making skill acquisition, and career maturity;
- Personal/Social development goals including those for working with others, self-management skills, and communication skills;
- Involvement of family in academic and career planning and parental knowledge of the student's progress and school-based activities;
- Infusion of academic, career and personal/social development in all aspects of educational program;
- Degree to which school-based, linking/connecting or work-based activities have been observed or are considered successful.

Gathering and Maintaining Assessment Information

The information collected by methods suggested in this guide may be used in several ways. Some tracking and inclusion in student records is recommended. Each segment may be used separately by each level and may be tracked through student maintained portfolio on a student developed folder or may be maintained by student services professionals on a paper or electronic portfolio.

Each method has benefits and drawbacks. Student maintained portfolios are most effective in terms of staff time and student responsibility. However, they are often incomplete, can be easily lost and are not readily available for accountability surveys or program assessment. Such portfolios are commercially available, though costly as consumable goods. Paper portfolios have advantages in that they are available to school staff for program evaluation, provide artifactual evidence of student progress and program effectiveness, and allow individual student progress and learning needs to be tracked and monitored. However, these can be expensive to maintain and may add to already crowded school files.

Electronic tracking has several advantages in its capability to provide individual, small group or district aggregate data readily. As well, sophisticated analyses can be performed with other electronically maintained data like test scores and grades that create a potential wealth of program and accountability data. It would also readily lend itself to a student development transcript available for post-secondary institutions and employers alike. However, only one electronic portfolio system is available and it is an expensive investment which requires some personnel or trained students to input data to maintain. A one-time commitment of resources to create such a portfolio might be worth the investment by a district or consortium of districts which has immediate interface with other student record systems as a distinct advantage. Ultimately, skill acquisition and work experience history benefits students as they progress through school. As technology continues to improve, more electronic tracking mechanisms will become available and are ultimately considered to be most desirable. One commercially available product, InfoTracker (available from Techlan, Inc.) can provide an individualized student portfolio of all student development accomplishments and activities, especially those related to school-to-career activities and elements, in an electronic format.

Two commercially available products are available for K-12 or 6-12 assessment. The first, the Career Maturity Inventory can be used to assess student progress and career development needs at key points in development – transition between levels. The CMI provides information concerning attitudes and competencies in career decision-making skills. Iowa Career Learning Assessment provides information concerning career development, school-based learning, work-based learning and connecting links. The survey combines information from students, educators, parents and community partners and is geared toward student competencies and career maturity as well as degree to which school-to-career type of activities have occurred. Both instruments provide individual and group data useful to program assessment. In particular, schools that have career development courses in ninth grade can use the instrument to measure aspects of the effectiveness of the course and related

experiences. However, each has initial and recurring costs and individual schools or districts may well wish to customize aspects of these evaluation programs or develop individual evaluations.

The following guide will present examples of assessment activities that can be performed at transition points or in a few cases, a year end. At each transition point several types of activities will be recommended and fully described.

Each section of this guide is presented in terms of the overall goals for students completing that level of education, specific competencies expected by transition, and assessment strategies and formats which can be used.

ELEMENTARY SCHOOL

During the Elementary School years students are expected to become aware of the world of work and their potential place in that world. As well, students begin to acquire specific academic skills, work habits and attitudes, and a sense of themselves in terms of school and eventual adult life.

ELEMENTARY SCHOOL EXIT UNDERSTANDINGS, ATTITUDES, AND SKILLS

When students leave elementary and enter middle school, they should be able to demonstrate the following understandings, attitudes and skills at the appropriate developmental level.

Basic academic skills

- Demonstrate grade level reading, written language, math, and computer skills
- Demonstrate positive learning attitudes and behaviors
- Be able to work independently
- Have and apply effective stress management skills
- Have positive test-taking attitudes
- Have effective test-taking skills and strategies
- Understand the relationship between attitude and success
- Have and apply effective study skills
- Be able to manage time effectively
- Understand and apply a decision making process
- Understand and apply a goal-setting process

Personal and interpersonal skills

- Have a positive self concept
- Be able to work cooperatively with others
- Be able to resolve conflicts constructively
- Be able to communicate effectively (expressive and receptive verbal and non-verbal)
- Respect and value human diversity
- Have good emotional and physical health habits
- Understand and behave with personal integrity

Career Awareness

- Understand the importance of work
- Have work experience in school and classroom jobs
- Understand that jobs and careers are interrelated and interdependent
- Have experience working as a volunteer

- Have knowledge of different local jobs and careers
- Have identified personal strengths and weaknesses
- Have identified personal areas of interest
- Have identified possible career paths

Assessment Activity Examples for Elementary School students

School counselors and teachers complete a basic academic skills inventory with transition paperwork already prepared for middle school transition. All complete a personal/interpersonal skills checklist – noting levels of competence based on the Florida's Sunshine State Standards.

Students complete individual career awareness worksheets in last quarter of grade 5. These can be completed with their families and can be required to have a parent/guardian signature.

ELEMENTARY COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

EXIT EVALUATION OF UNDERSTANDINGS, ATTITUDES AND SKILLS

STUDENT_____ **ID#:**_____ **BD**_____

SCHOOL_____ DATE COMPLETED_____

PERSON COMPLETING FORM AND TITLE:_____

Rate the student's demonstrated competency in each area using the following scale:
4 = Above Average 3 = Average 2 = Minimally Below Average 1= Substantially Below Average

Basic Academic Skills (to be completed by teacher or counselor using Sunshine State Standards criteria)	4	3	2	1
Demonstrates grade level reading skills				
Demonstrates grade level written language skills				
Demonstrates grade level mathematics skills				
Demonstrates grade level computer skills				
Has ability to work independently				
Has and can apply effective stress management skills				
Has positive test-taking skills and strategies				
Demonstrates an understanding of the relationship between attitude and success				
Has and applies effective study skills				
Manages time effectively				
Understands and applies a decision making process				
Understands and applies a goal-setting process				

Personal and Interpersonal Skills (to be completed by teacher or counselor using Sunshine State Standards criteria)	4	3	2	1
Demonstrates a positive self-concept				
Works cooperatively with others				
Resolves conflicts constructively				
Communicates effectively (verbal & non-verbal; expressive & receptive)				
Demonstrates a respect for human diversity				
Demonstrates good emotional and physical health skills				
Demonstrates an understanding of and behaves with personal integrity				

Comments:

Signature:_____

STUDENT NAME_____ DATE_____

CAREER AWARENESS (to be completed by the student)

1. Why is work important?_____

_____

_____

2. Have you gained work experience by doing school or classroom jobs? _____List some of them._____

3. Have you ever worked as a volunteer?_____What did you do?_____

_____

4. Name two (2) jobs that people have in your local area.

1._____ 2._____

5. Name two (2) careers that people have in your local area.

1._____ 2._____

6. Explain how jobs and careers go together and depend on each other. _____

_____

_____

_____

_____

7. What are your personal strengths? List at least three (3) things that you do particularly well.

_____

_____

_____

8. What are your weaknesses? (What do you think that you do better than you do now?)

_____

_____

_____

9. What are some of your personal interests? List them. _____

_____

_____

_____

10. What careers do you think you could have that would let you use the interests that you listed in question #9?_____

_____

_____

_____

Resources for Comprehensive Student Development and School-To-Career Curriculum

There are many resources for classroom, school and community based activities which will work well to achieve the learning objectives contained throughout this comprehensive student development curriculum. The activities contained in the appendices of this curriculum guide are intended only as examples of what can be done with students. Other resources for information and activities are listed below.

Assessment

Career Cruiser: www.firn.edu/doe/bin00056/!cruzer.htm or 1-800-342-9271

CHOICES and CHOICES, Jr. Available through Florida Department of Education

Crites, J. (1998). Career Maturity Index, Available from Careerware, 1-800-267-1544

Info Tracker, Available from TechLan at www.tlcom/infotrak.htm or at Phone - 800-947-8460; 4900-C Mercer University Dr., Macon, Georgia 31210

Curriculum Activities

Broward County Public Schools (1990). Comprehensive guidance and counseling programs. Ft. Lauderdale, FL: Author.

Center on Education and Work. (1992). Developmental guidance classroom activities for use with National Career Development Guidelines: Grades K-12 (4 volume set). Madison, Wisconsin: University of Wisconsin.

Chew, C. (1995). School-to-work transition: Resources for counseling. Madison, Wisconsin, Center on Education and Work.

Commonwealth of Virginia Department of Education, (1998). Career Connections. Richmond, VA: Author.

Florida Department of Education, (1990). Insights: A self and career awareness program (three volume set). Tallahassee, FL: Author.

School Board of Volusia County, (1998). K-12 Developmental guidance plan.
Volusia County, FL: Author

Wisconsin Department of Public Instruction. (1996). The Wisconsin developmental guidance model. Milwaukee, WI: Author.

National Standards

Campbell, C.A. & Dahir, C.A. (1997). The national standards for school counseling programs. Alexandria, VA: American School Counseling Association.

National Career Development Association (1996). National career development standards, Alexandria, VA: Author.

United States Department of Labor (1991). What work requires of schools: A SCANS report for America 2000. Washington, D.C.: U.S. Government Printing Office.

School-to-Careers, School Counseling and Comprehensive Student Development

Florida Department of Education (1992). Florida's Student Development Program: A Framework for Developing Comprehensive Guidance and Counseling Programs for a School-To-Work System. Tallahassee, FL: Author.

Perry, N. & Ward, L. (1997). Helping students plan careers: A school-to-careers guide for counselors. American Vocational Association: Alexandria, VA.

Web sites of interest: (Many of these sites have hot links to other important sites too numerous to mention)

American School Counselor Association: www.schoolcounselor.org

Association for Career and Technical Education (formerly the AVA): www.avaonline.org

Career Counseling resources: seamonkey.ed.asu.edu/~gail/career.htm

Career Mosaic: www.careermosaic.com

eXploring Careers: www.explore.cornell.edu/

Florida School-To-Work Initiatives: www.stw.ed.gov/Database/State2.cfm

Florida Department of Education Publications: www.firn.edu/doe/bin00051/pub_man.htm

Florida Division of Workforce Development:
www.firn.edu/doe/bin00051/home0051.htm

National Career Development Association: www.ncda.org

National Center for Research in Vocational Education: ncrve.berkeley.edu

National Occupational Information Coordinating Committee: www.noicc.gov/

National School-to-Work Office: www.stw.ed.gov/

University of Wisconsin Center for Education and Work: www.cew.wisc.edu/

US Department of Education: www.ed.gov/

What exemplary career development programs should look like:
ncrve.berkeley.edu/MDS-855

Communities Build CHARACTER
It's Everyone's Job!

Character-Building Word for September

RESPONSIBILITY

Accountability for your choices, obligations, and duties

WEEK 1

Today's preparation determines tomorrow's achievement.
Anonymous

Each is responsible for his own actions.
H.L.Hunt

Winners make goals; losers make excuses.
Anonymous

I discovered I always had a choice and sometimes it's only a choice of attitude.
J. M. Knowlton

Well done is better then well said.
Ben Franklin

WEEK 2

The buck stops here.
Harry Truman

It's the little things in life that determine the big things.
Anonymous

Winners never quit and quitters never win.
Anonymous

I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by hard work.
Thomas Edison

Strive for excellence, not perfection.
Anonymous

WEEK 3

Responsibility is accepting the positive and the negative consequences of our actions.
M. Popkin

If you don't have time to do it right, when will you have time to do it over?
Anonymous

Every job is a self-portrait of the person who did it.
Claude Bristol

The ability to accept responsibility is the measure of the man.
Roy l. Smith

By failing to prepare, you are preparing to fail.
Ben Franklin

WEEK 4

Stop blaming others. Take responsibility for every area of your life.
Anonymous

He who is good at making excuses is usually little good for anything else.
Ben Franklin

It's not over till it's over.
Yogi Berra

We are judged by what we finish, not by what we start.
Anonymous

Winners are people who do jobs uncommonly well even though they don't feel like doing them at all.
Anonymous

RELATED WORDS

Accountable
Dependable
Trustworthy
Independence
Self-reliance
Reliable
Answerable
Duty
Making Choices

RESPONSIBILITY TO:

Self
Family
Learning
Community
Country
School
Planet

PRACTICAL APPLICATIONS

Returning what you have borrowed in the same condition.
Taking responsibility for learning,
- Getting help when you don't understand something
- Developing strategies that can help you learn
- Completing homework

Taking the responsibility to be prepared
Being helpful before you are asked
Taking care of your possessions
Being accountable to friends and family, not making excuses
Accepting the consequences of one's choices and actions
Understanding how responsibilities change as we get older
Discuss what the students are responsible for this school year as well as other employees at the school. How important is it for everyone to carry out their responsibilities?

Activities

C= Community Activities S= School Activities F = Family Activities

C S F **Read and/or discuss a daily quote,** on the morning news, in the newspaper, at dinner.

C S F Have students omplete the "Character Cartoon" and/or write their answers to Character ED on the E-mail.

C S F **Make a "graffiti" wall, board, poster, with the title " Responsibility is... ".** Ask the students to add their thoughts. Sections can be added for the other months.

C S F Discuss the importance of **following through with your responsibilities.** What does it mean to do the absolute minimum or seeing something through because it is the responsible thing to do.

C S F Think about a time you **relied on someone** and were let down. Reflect on some aspect of this experience.

C S F Make **classroom/home expectations** clear and hold students accountable for their actions. Practice procedures that help the class run smoothly i.e. lining up, greeting visitors, changing activities, turning in homework, etc.

C S Include **anecdotes** of responsible student behavior in the school newsletter to parents.

C S F Provide opportunities for **volunteer service**. Tie this into responsibility towards others and the community.

C S F Publicly recognize the work and achievements of **"Unsung Heroes"**... the custodians, repairmen, teachers, secretaries, cafeteria workers, and volunteers who demonstrate a strong commitment to their responsibilities.

C S F **Character Honor Roll** - Students observed by anyone in the school/workplace to have demonstrated Character can have photo displayed or other recognition.

C S F Encourage students to discuss **taking responsibility for their own learning.** Encourage students to develop meta-awareness of how they learn best and develop strategies for improvement. For example ask students to remember *"Gershwin wrote An American in Paris"* and *"James Baldwin wrote For Want of a Horseshoe Nail"* Discuss how they remembered these facts.

C S F **Plant Parents**- Plant a seed and nurture to mature growth. Tell students it is their responsibility to care for this living thing. Talk about how plants responded, in relationship to the time and care they received. Relate this to their other responsibilities in life.

C S F **The Not Making Excuses Jar** - Fill a jar with one bean for each minute of class time. Each time a student makes an excuse one bean is removed. Time that is not wasted listening to excuses can be free time at the end of the week/month. Previously removed beans can be replaced when students demonstrate responsibility.

C S F **I Did My Homework** - Students who consistently complete and turn in homework could be recognized.

C S F Encourage students to make a **responsibility chart,** listing responsibilities at school, home, and in the community.

C S F Pick a **famous person** who showed responsibility. Have a "Who am I?" contest. Add clues daily.

C S F Discuss how taking responsibility for ourselves involves **accepting the consequences for our actions and choices.** This means that the things we do affect what happens to us. Discuss how the "poor pitiful me" attitude blames others for our circumstances while giving us an excuse not to take responsibility.

C S F **You Are What You Eat** - Create activities, discussions targeted at making responsible food choices.

C S F Involve students in the **shared responsibility** for the appearance and cleanliness of the school.

Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for October

RESPECT

Showing regard for the value of persons or things through courteous consideration and appreciation

Don't hurt anyone or anything on the outside or inside.

WEEK 1

If you want to get the best out of a man, you must look for the best that is in him.
Bernard Haldane

Be a major difference in your own life.
Irene Kassoria

To handle yourself use your head, to handle others use your heart.
Anonymous

Life is more fun when you don't keep score.
Anonymous

A friend is one who knows you as you are, understands where you have been, accepts who you have become, and still gently invites you to grow.
Anonymous

WEEK 2

Do unto others as you would have them do unto you.
Anonymous

Criticizing others is a dangerous thing, not so much because you make mistakes about them, but because you may be revealing the truth about yourself.
Judge Harold Medina

I never met a man I didn't like.
Will Rogers

I don't agree with what you say, but I will defend to the death your right to say it.
Anonymous

A friend in need is a friend in deed.
Anonymous

WEEK 3

Live and let live.
Sir Roger L'Estrange

There is so much good in the worst of us, and so much bad in the best of us, that it hardly becomes any of us to talk about the rest of us.
Anonymous

A good listener is not only popular everywhere, but after awhile he knows something.
Wilson Mizner

To get respect, you have to give respect.
Anonymous

In giving rights to others that belong to them, we give rights to ourselves.
John F. Kennedy

WEEK 4

Leave everything a little better than you found it.
Anonymous

People will not always believe what you say, but they will always believe what you do.
Anonymous

One has only to grow older to become more tolerant. I see no fault that I might not have committed myself.
Goethe

No man is above the law and no man is below it.
TheodoreRoosevelt

Man must go back to nature to find information.
Thomas Paine

RELATED WORDS

Courtesy	Disrespect
Esteem	Consideration
Honor	Graciousness
Heros	Self-concept

Respect for:

Self	Community	School
Family	Country	Planet
Learning	Equipment	Students
Teachers	Heritage	Property
Rules	Authority	Others

The secret in education is respecting the pupil... Emerson

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PRACTICAL APPLICATIONS

- Respect others' right to say no
- Understanding the value of objects in terms of the time and energy used to replace them
- Treating others as you would like to be treated
- Accepting others without feeling obligated to embrace all of their ideas
- Believing in yourself, understanding your strengths
- Understanding the connection between respecting yourself and respecting others
- Respecting individual differences
- Consider how the different expressions od disrespect act as triggers to anger and violence
- Trusting your own judgement, without letting others talk you into something
- Respecting your body by keeping neat, clean rested and healthy
- Participating in Red Ribbon Week activities
- Recognizing your individual self-worth and value in the community

Activities

C= Community Activities S= School Activities F = Family Activities

C S F **R E S P E C T** - write new words to Aretha Franklin's song.

C S F Have each student put his name on top of a piece of paper. Pass the papers around the room and have each student write what unique qualities contribute to his respect for that person.

C S F **Establish a "no putdown" environment.** Ask students for examples of putdowns and constructive criticism. Ask children to chart the number of putdowns found on popular TV shows. Compile a list of commonly used putdowns. Help students understand that putdowns are the result of strong feelings, help them develop skills in staying calm, such as counting, deep breathing, really listening, and trying to see the others perspective. Encourage students to explore their own strengths as a shield against putdowns. (Additional information available)

S F **Respecting Me** - have students create news releases about themselves. What would they say now? What would they say in 5 or 10 years?

C S F **Taking care of you** - Identify ways in which students show self-respect for their bodies and themselves. Tie this into **Red Ribbon Week** activities.

C S F **Effective listening shows respect for the felings and ideas of others.** You can't listen effectively when you are thinking about the next thing you want to say. Ask students to practice responding to what others are saying without adding thier own agenda. After intently listening,, ask the listener to paraphrase what has been said. Discuss how this felt for both parties.

S F **Keep a respect log.** For 24 hours list every example you can find of people showing respect. As a class, list how many different ways there are to show respect.

C S F **Have a Respect for Our Environment Day.** Begin by having them clean up their own personal environment - their bookbags and desks; then have a clean-up of the school grounds. (Math tie-in: sort trash and graph results)

C S F **List what habits and manners show respect,** (please, thank you, excuse me, etc.). Challenge students to practice these manners for a given period of time. Discuss the results. (We assume all children know how to be polite and respectful; this is not always true. Sometimes these skills need to be taught, at any age.)

S F Have students Journal thoughts about what Character Education quotes and trairs mean to them.

S F Give each student a potato to study. Then have them find their potatoes among others. Discuss how on the surface all potatoes look different, put under the surface they are all the same. Relate this to people and differences in culture, religion, race, etc.

C S F **Invite law officers to speak,** or take a trip to a courtroom or a jail. Discuss respect for the law and what would happen if everyone made his own rules.

C S F **Discuss what it means to "agree to disagree".** How does this help us show respect for others' opinions?

C S F **Discuss the saying, "Treat others the way you would like to be treated".** Have students list and discuss ways they are treated and would like to be treated.

C S F **Pretend you are a new owner of a large company. Think about your family and friends. What qualities do you respect in them that could potentially benefit your business. There is a wonderful activity called the *Web of Life* that helps people understand their leadership style and appreciate the contributions of others. (Available upon request)**

Subjects to Consider

Social Studies- The Bill of Rights, discuss how rights are related to respect and responsibility.

Languages- Respect for other cultures as well as our own. Include information about a country's culture in reports

Science - Respect for the earth's resources. When Aristotle introduced science, it was so that humans could assume the role as caretakers and stewards of the natural world. Biology is based on the respect for life. The goal of science is not only to produce scientists, but also to prepare well-rounded, clear thinking, scientifically literate citizens who will respect the implications of their work.

Literature- Was there a character in the story who did not show respect for others? How did this affect relationships?

Music- We show respect for our country by standing for the "Star Spangled Banner." Compose a song about respect, i.e.,

Respect each other every day,
In what you do and what you say.
Show each other that you care,
When they need help you're always there.

Health- Discuss: "If I'd known I was going to live so long, I would have taken better care of myself."

Parent Corner

Extend Respect and Then Expect Respect

Everyone, including children, needs to feel like he has some control over his life. Parents often get into power struggles with kids for this very reason. When adults respect their ability to make good decisions by offering two positive alternatives, it can cut down on power struggles. For example: "I hear too much noise in the house. You can either find a quieter game inside or play outside." Of course you may still have to follow through with a consequence, but you can bring home the idea that it was something the child chose, not something you are doing to him. You can also respect their feelings by saying "I'm sorry that you are disappointed that you can't go out to play right now. Maybe next time you will make a better choice,"

Teaching good habits and politeness is a positive way of showing respect. They don't come naturally. Using the words "please" and "thank-you" are still very powerful. Somehow, being cool has become more important than being courteous. Whether we like to admit it or not, we do try to impress others. But many people don't recognize that the best way we can leave a good impression with others is to treat them the way we would like them to treat us, with respect and courtesy.

Teach by your own example. To gain respect, we must give it to others. Let your children see how you respect them through genuine praise or recognition of a task well done. Respect their effort, even though it's not perfect yet, by emphasizing the positive steps they have taken to achieve their goal. Ask for their opinion and their help in finding alternatives to difficult situations.

WOW

THE WORLD OF WORK

from 20 Things I Want My Kids To Know by Hal Urban

Call them anything you want-courtesy, respect, politeness, kindness, consideration, etiquette, thoughtfulness, graciousness, and so on. Your manners are who you are. You'll always be known by the way you treat others. And the way you treat others will always be a key factor in determining how successful you become. Tom Peter and Robert Waterman, in their famous book *In Search of Excellence* write, "Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect". That's great advice for the business world; it's also great advice for everyday living. In the history of the world, no one ever went wrong by being polite.

More recent commentary comes from Henry C. Rogers. In 1984 he said, "If manners were an animal it would be an endangered species." Unfortunately, Rogers' comment has a sad ring of truth for adults as well as kids. He's astounded that more people don't seem to understand the importance of treating others with respect: "I simply can't comprehend how everyone doesn't see that good manners are one of the most important keys to success."

Somehow being cool has become more important than being courteous. Whether we like to admit it or not, we do try to impress others. But many people don't recognize that the best way we can leave a good impression with others is to treat them the way we would like them to treat us, with respect and dignity. Manners are usually taught by following the example of others. If this has not been their experience, gentle directions and practice may be helpful. We can no longer assume that everyone has good manners

If you think about it, you begin to notice that the people you most admire consistently use words that are pleasant and positive. It's a habit we can all benefit from. Respecting others leads to; establishing good relationships; earning the respect of others; and receiving better treatment from other people. It helps build a solid reputation.

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Early Childhood Activity

Elmer by David Mckee, 1968

Elmer is a patchwork elephant who enjoys having fun. He does not like being different. He colors himself with berry juice so that no one can recognize him. Rain comes and takes away the berry stain, and he is his old self again, The elephants decided that he has played a good trick and decided to once a year decorate themselves to look like Elmer and have a pa

Activity: Discuss elephants. Ask if anyone has ever seen a multicolored one. Discuss the qualities of being different

Read the book.

Discuss the importance of being kind to each other.

Small group - Provide a variety of multicolored squares, glue, gray paint, brushes, and precut elephant shapes. Invite the children to decorate the elephants with the various materials.

BOOKS

ELEMENTARY		MIDDLE/HIGH	
The Indian in the Cupboard	Banks	Crazy Lady	Conly
Journey to Jo'berg -	Naidoo	Is That You Ms. Blue?	Kerr
A Day No Pigs Would Die	Peck	A Raisin in the Sun	Hansberry
The War With Grandpa	Smith	Romeo and Juliet	Shakespeare
Amos Fortune: Free Man	Yates	Flowers for Algernon	Keyes
My Side of the Mountain	George	Grandfather's Journey	Say
Mrs. Fish, Ape and Me, the Dump Queen	Mazer	The Indian in the Cupboard	Banks
The Great Kapok Tree	Cherry	Annie John	Kincaid
Annie John	Kincaid	Chicken Soup for the Soul	Canfield
Crow Boy	Yashima		
Sign of the Beaver	Speare		

These books come from a variety of sources; please review them for appropriateness for your grade level.

These are heavy and there are more in the car
SUPER MARKET
If I were young again I'd take much better care of myself!
SUPER MARKET

To Districts/Schools Outside of Lee County

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Draw your own conclusion

How have you shown respect for yourself and others? How does helping others before you are asked show respect? How do we show respect for our bodies by exercising and eating right, and by keeping them free of harmful substances?

BEST COPY AVAILABLE

Points To Ponder

Math - What is a researchers' responsibility in reporting accurate statistics or research? Now that anyone can put information on the internet, how can we critically evaluate information? Save, Share, and Spend - Create discussion or activities aimed at **responsible money budgeting.**

Vocational Education - **What are your career goals** in relationship to your responsibilities to yourself, your current family and your future responsibilities? **What makes a good employee?** - Invite local employers to discuss CHARACTERistics of successful employees and what they look for when hiring. Character can be as important as know-how on the job.

Literature- What character traits did the characters in the story exhibit? What affect did they have on the character's lives. How would the story end if the character displayed different traits

One day in 1946, Louis Slotkin, a noted physicist, was nudging pieces of plutonium toward one another trying to form a mass large enough to produce a chain reaction. Through his own error he moved two pieces too close together. A chain reaction began and alarms went off as the room filled with radioactivity. Without a moments hesitation, Slotkin reached in and pulled the pieces apart with his bare hands. In the blink of an eye he had made a critical decision that saved the lives of his seven co-workers while costing him his own.

Character Newsletter, April 1993

Parent Corner

In the final analysis, the great need in this world is not for more genius, or even for more skill. It is for people to be willing to accept the responsibility for what they do. "Ahh!" you might say. "Now we're getting down to it... it's my children's actions that I want them to be responsible for." Once our children are taught basic principles, they should then be taught that responsibility for their actions is truly theirs, not ours. We are simply there to help. Our challenge is to teach children how to cope with actions that are a problem, how to control their anger, and how to handle success and failure. Once they have these tools, we must let them take responsibility for solutions to problems regarding their actions. Our tendency is to demand our own solutions arbitrarily.

Condensed from Teaching Your Children Responsibility by Linda and Richard Eyre

Strategies for parents:

Make your expectations clear. Expect them to take responsibility. Remember that it is difficult for them to take responsibility if you do not give it to them. If they know that you will continue to remind them to do something, they are likely to leave this responsibility to you. They may wait until you either do it or you lose your temper. Either way you are holding onto the responsibility of seeing that it is done. Instead try stating your expectations clearly and providing an appropriate consequence after sking the first time.

Be on the lookout for opportunities to reinforce character in daily situations. Play the what would you do if ... game. Talk about situations they may encounter.

Make sure your behavior is what you want your child to emulate.

WOW
THE WORLD OF WORK

In the real world of work, being able to take responsibility is a key to success at every level. When prospective employers review a student's application they look for signs that the applicant will become a dependable employee. References might be asked questions concerning attendance, punctuality, attitude, and effort. (How would you rate yourself on a responsibility scale of 1-10? How would others rate you?)

Another aspect of responsibility in the world of work is the ability to be accountable for the things that go wrong as well as the things that go right. Everyone makes mistakes. It is part of being human. Being honest enough to take the blame for something you have done and then take the responsibility for making it right is a quality of character that often makes the difference between an employee who gets the promotions and one who does not. (When was the last time you said, " I really blew that! Don't worry, though, I'll take care of it.")

Taking responsibility on the job means doing what needs to be done. No employer wants to hear, "But you didn't tell me to do that." Some call it the ability to work independently or without supervision, while others call it initiative. Whatever it is called, it means being someone who can be relied upon, someone responsible. (When was the last time you did more than you "had" to do just because it was the right thing to do? How did it feel?)

Being responsible is more than a building block of character, it is also an essential employability skill. There are many other ways in which the ability to be responsible is important. Can you think of some other aspects of responsibility? What are you doing right now that will either help or hinder your chances of getting the job you want.

Early Childhood Activity

Rainbow Fish to the Rescue By Marcus Pfister 1995

Rainbow Fish organizes all the other fish to divert a shark's attention from a striped endangered fish. Together they save the other fish.

Activity: Discuss what it means to be a responsible person: to help someone or to take care of someone.

Read the book

Discuss how Rainbow Fish helped the other fish, How he was responsible?

Small group - Provide a variety of mediums: markers, colored pencils, crayons, and pastels and precut fish shapes. Invite the students to decorate the shapes using dots circles and stripes.

Stories

ELEMENTARY		MIDDLE/HIGH	
The Little Red Hen	Paul Goldone	Where The Lilies Bloom	Vera and Bill Cleaver
Why Mosquitoes Buzz In Peoples' Ears	Vern Ardema	The Lilith Summer	Hadley Irwin
A Key Into Winter	Anderson and Witman	The Giver	Lois Lowry
It Takes a Village	Jane Cowan-Fletcher	Lincoln: A Photobiography	Freedman
The Drinking Gourd	F.N. Monjo	Island of the Blue Dolphins	Scott Odell
The Stories Julian Tells	Cameron	Voices From the Fields	S. Beth Atkin
The Whipping Boy	Fleischman	Scorpions	Walter Dea Myers
The Borrowers	Mary Norton	Hatchet	Gary Paulson
The Great Kapok Tree	Lynne Cherry	Homecoming	Cynthia Voigt
The Salamander Room	Anne Mazer	... And Now Miguel	Joseph Krumgold
Keep The Lights Burning	Abbie Peter & Connie Roop	Shoeshine Girl	Clyde Bulla

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Draw your own conclusion

Write Character ED on E-Mail!

How would you handle this problem? What would you say to your friend?

Is there any time you were responsible for something and something happened to it? What did you do?

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Character-Building Word for October

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from *20 Things I Want My Kids To Know by Hal Urban*

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Early Childhood Activity

Elmer by David Mckee, 1968

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Read the book.

Discuss the importance of being kind to each other.

Small group - Provide a variety of multicolored squares, glue, gray paint, brushes, and precut elephant shapes. Invite the children to decorate the elephants with the various materials.

BOOKS

ELEMENTARY		MIDDLE/HIGH	
The Indian in the Cupboard	Banks	Crazy Lady	Conly
Journey to Jo'berg -	Naidoo	Is That You Ms. Blue?	Kerr
A Day No Pigs Would Die	Peck	A Raisin in the Sun	Hansberry
The War With Grandpa	Smith	Romeo and Juliet	Shakespeare
Amos Fortune: Free Man	Yates	Flowers for Algernon	Keyes
My Side of the Mountain	George	Grandfather's Journey	Say
Mrs. Fish, Ape and Me, the Dump Queen	Mazer	The Indian in the Cupboard	Banks
The Great Kapok Tree	Cherry	Annie John	Kincaid
Annie John	Kincaid	Chicken Soup for the Soul	Canfield
Crow Boy	Yashima		
Sign of the Beaver	Speare		

These books come from a variety of sources; please review them for appropriateness for your grade level.

These are heavy and there are more in the car.
SUPER MARKET
Chips
If I were young again I'd take much better care of myself!
SUPER MARKET

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Draw your own conclusion

How have you shown respect for yourself and others? How does helping others before you are asked show respect?
How do we show respect for our bodies by exercising and eating right, and by keeping them free of harmful substances?

Communities Build
CHARACTER
It's Everyone's Job!

THE SCHOOL BOARD OF LEE COUNTY

Character-Building Word for November
Citizenship

The quality of an individual's response to membership in a community

Be aware, be informed, be involved

WEEK 1

Ask not what your country can do for you, but what you can do for your country.
John F. Kennedy

No man is an island.
John Donne

Democracy is a government of the people, by the people, for the people.
Abraham Lincoln

The human race is divided into two classes. Those who go ahead and do something and those who inquire, "Why wasn't it done the other way?"
Oliver Wendell Holmes

The word American ends in "I can."
Anonymous

WEEK 2

Light is a task where many share the toil.
Homer

Freedom is a right and a responsibility.
Anonymous

You will find as you look back upon your life that the moments that stand out are the moments when you have done things for others.
Henry Drummond

Coming together is a beginning; working together is a success.
Henry Ford

Injustice anywhere is a threat to justice everywhere.
Dr. M. L. King Jr.

WEEK 3

I regret that I have but one life to give for my country.
Patrick Henry

The strength of the nation lies in the character of its citizens
Francis Bacon

Everyone can be great because everyone can serve.
Dr. M. L.King Jr.

Act as if what you do makes a difference. It does.
William James

The farther backward you look the farther forward you are likely to see.
Winston Churchill

WEEK 4

Your mind is like a parachute. It works best when open.
Anonymous

Never doubt that a small group of thoughtful committed people can change the world. Indeed it is the only thing that ever has.
Margaret Mead

We need the whole world as a friend.
Herbert Hoover

By union the smallest estates thrive, by discord the greatest are destroyed.
Sallust

America is a tune; it must be sung together
Gerald Stanley Lee

HISTORIC QUOTES

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Dr. Martin Luther King Jr., 1963

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

The Declaration of Independence, 1776

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Abraham Lincoln, 1863

RELATED WORDS

Freedom
Patriotism
Responsibility
Democracy
Service
American
Constitution
Liberty
Heroes
Loyalty
Brotherhood

PRACTICAL APPLICATIONS

* Participating in school and community activities
* Accepting others without feeling obligated to embrace all of their ideas
* Contributing to a team or group effort
* Understanding an individual's rights and responsibilities
* Understanding that the choices we make affect other people as well
* Following the strength of our convictions in spite of what peers are doing
* Helping out around school, at home, and in the neighborhood
* Recycling and respecting the environment
* Respecting authority at school and in the community
* Developing a personal mission
* Voting
* Working

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Activities

C= Community Activities S= School Activities F = Family Activities

C S F Design, develop and implement a service-learning project. Ask students to brainstorm and research community needs; collectively choose a project and follow through with a service to the community. This activity can be very effective when combined with a journal, and is an opportunity to discuss how the students felt about the experience and what they learned.

C S F Recognize the importance of individuals who have made a difference in history and the significance of personal character for both good and evil. Include this in a report to the class about an "American Hero."

C S F Brainstorm what a "good citizen" looks like, in the classroom, community, and country or "What are you doing to be a good citizen?" Share the lists from small groups with larger group.

S F Ask the students to design a game and write the rules for playing. Discuss why rules are important. How do they protect players and provide equal opportunities for all players? Does your game have consequences for poor choices or fouls that negatively affect other players? Ask students to explain how and why they decided on their rules. Relate this to developing our constitution.

C S F Discuss what we are entitled to as citizens of the United States according to the Bill of Rights. Do all countries entitle the same rights to their citizens? What responsibilities go along with these rights?

S F Provide incentives for students to use the word of the month in class discussions. For example, a student may define someone as a good citizen when discussing his/her reading assignment.

C S F Ask students to interview family members or friends who have come to America from a foreign country. Learn about what citizenship means to them.

C S F Ask students to make brochures describing why our community is a great place to visit or live.

C S F Attend a government or public meeting. Write to public officials about an issue of concern.

C S F Discuss why laws are important to follow. Does the law apply to everyone? How does it affect others when people cheat, or steal? Who really pays the cost of stolen merchandise?

S F Teach the process for democratic problem solving that includes consideration for all points of view, discussion, debate, and consensus seeking or voting.

C S F Invite members of the VFW, American Legion, or other veterans to speak about what citizenship and patriotism mean to them.

C S F Discuss how citizens provide service to the community through different jobs.

C S F Bulletin Board Ideas: Show persons of all colors and nationalities across a map of the U.S. Provide the header "Liberty and Justice for All" or post articles about good citizens in your community titled "Meet the Good Citizens of Lee County."

Subjects to Consider

Social Studies- Have students brainstorm what they think is included in the Bill of Rights. Compare these to the contents of an actual bill. See if any extras can be found in one of the amendments.

Discuss ways in which legislative decisions have impacted our community (i.e., the net ban).

Math- It is said that we get to live in a free society. Does that mean we get to live in our society for free? Discuss the costs of running government-funded activities or organizations. Develop a budget for a small project.

Journalism- Ask students to interview an adult who participated as a juror or witness of a trial. Develop a list of questions to ask.

Literature- Teach the students to analyze the media critically for hidden messages and agendas. How does this pertain to the freedom of speech?

Music- Teach patriotic songs and discuss the true meaning of the words.

Health- Develop a service-learning project and follow through.

WOW World of Work

Lee County business leaders and educators developed this list of transferable work skills for High School Students. Character plays an integral part!

Parent Corner

We Live by Choice, Not by Chance

Everything you do is by choice! Hal Urban told a student, "You chose to come to school this morning." He responded that he didn't choose, he had to come. Dr. Urban proceeded to ask what would happen if he hadn't chosen to come to school, and the student reeled off a list including grounding, detention, etc. "Right, you made a choice. You chose to come to school instead of choosing the consequences of not coming. Some of your classmates are not here they chose not to come for whatever reasons they had. You don't have to do anything, but you do get to do a lot of things."

The following is a list of some of our most important choices. We're free to choose:

- our character - the type of persons we become
- how we handle adversity
- what we'll accomplish
- our attitude
- how we treat others
- how much we'll learn
- our purpose in life
- the type of citizen we become

Discuss with your children what type of citizens they choose to be.

From 20 Things I Want My Kids To Know by Hal Urban

Early Childhood Activity

Swimmy by Leo Lionni,

Swimmy, a fish, teaches a tiny school of fish how to use teamwork. As a group they appear to be a large fish, and they scare a big fish away. This saves the little fish from being eaten.

Activity: Discuss what it means to be part of a family, a group, or a class. How can we help each other?

Read the book.

Discuss the importance of working together and being part of a team.

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, and large drawing paper. Invite the children to draw many fish in an underwater scene

BOOKS

Any Biographies of Famous Americans

Elementary		Secondary	
The Kid's Guide to Social Action		Barbara A. Lewis	
The Helping Hands Handbook: A Guide for Kids Who Want to Help People, Animals, and the World We Live In		Adams and Marzollo	
50 Simple Things Kids Can Do to Save the Earth		The Earthworks Group	
Earth Books for Kids: Activities to Help Heal the Environment		Linda Schwartz	
Save Our Planet: 52 Easy Things that Kids Can Do Now		Susan Levine	
The Giver	Lois Lowry	Nothing But the Truth	Avi
Old Henry	Joan Blos	The Moral Compass	William Bennet
The Drinking Gourd	F.N. Monjo	Kids With Courage	Barbara Lewis
Shh! We're Writing the Constitution	Jean Fritz	Maudie and Me and the Dirty Book	Betty Miles

These books come from a variety of sources; please review them for appropriateness for your grade level.

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Draw your own conclusion

Whose job is it to keep our county clean? What happens when everyone doesn't do his/her part? What are other helpful actions "good citizens" do everyday?

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Character-Building Word for December
COMPASSION

Demonstrating concern for the well-being of others: giving support and showing empathy

Be kind, treat others as you would have them treat you.

WEEK 1

The only way to have a friend is to be one.
Ralph W. Emerson

Speak kind words and you will hear kind echoes.
Bahn

There is no better exercise for strengthening than reaching down and lifting people up.
Anonymous

A great man shows his greatness by the way he treats little men.
Thomas Carlyle

The more you give love and friendship away the more you get in return.
Anonymous

WEEK 2

If you don't have something nice to say, don't say anything at all.
Anonymous

It's smart to pick your friends but not to pieces.
Anonymous

Any definition of a successful life must include serving others.
George Bush

Speak ill of no man, but speak all the good you know of everybody.
Benjamin Franklin

A compliment is verbal sunshine.
Robert Orben

WEEK 3

Kindness is the oil that takes the friction out of life.
Anonymous

Always have an attitude of gratitude.
Anonymous

A friend is one who comes in when the whole world has gone out.
Anonymous

People are lonely because they build walls instead of bridges.
Anonymous

We are not made rich by what is in our pockets but by what is in our hearts.
Anonymous

WEEK 4

A friend in need is a friend indeed.
Anonymous

He's not heavy, he's my brother.
Anonymous

I can live for two months on one good compliment.
Mark Twain

A drop of honey catches more flies than a gallon of gall (vinegar).
Abraham Lincoln

There are no unimportant jobs, no unimportant people, no unimportant acts of kindness.
Anonymous

Related Words

Empathy	Courtesy
Kindness	Love
Brotherhood	Caring
Consideration	Esteem
Heroes	Honor
Support	Concern
Acceptance	Feelings
Cultural Diversity	

Practical Applications

* Realizing that careless or intentional injury to another is unacceptable.
* Giving to others who are less fortunate.
* Willingness to share another person's pain or joy
* Thinking of another person's feelings.
* Being kind even when others are not.
* Including those who are less skillful in group activities
* Treating others as you would like to be treated
* Understanding cultural differences.
* Understanding that feelings are natural and healthy, it's how we act upon these feelings that can hurt us and others

Activities

C= Community Activities S= School Activities F = Family Activities

CSF Encourage Random Acts of Kindness - Generosity of spirit in something that incorporates many character traits. Involving students in activities that benefit others can show how any individual can matter to others and prevent the "I quit because I don't matter" pattern of development.

CSF Write Thank-You notes as a class assignment. These can be written to parents, teachers, aides, or anyone who has helped the child. Students can each pick another student's name out of a hat and send them a thank-you note and letters of encouragement during the week. Contact hospital or convalescent home for the names of people who would like of receive cards over the holidays.

CSF Ask students to brainstorm the traits they look for in a friend. Ask them to pretend that Character ED has all of those traits. Ask students to tell what they think he would do in different situations. You can start with the cartoon, or everyday situations can be teachable moment: "What would Character Ed say about cutting in line?"

CSF Patience is enduring the skill levels of younger children when playing a game. Tell about a time when you were patient with a family member or friend. Encourage students in your class to tutor or mentor a student from another class.

CSF Each day choose a different person that students are likely to interact with, such as a friend, parent, sibling, and teacher. Brainstorm ways to show caring to each of these persons. Have students do one idea for homework.

CSF Role play - provide an opportunity for students to walk a mile in someone else's shoes - choosing a real person, someone with a handicap or a character from literature.

CSF Select a recent news story that includes a tragedy and a compassionate response. Discuss how tragedies often bring out the best in people and why they think that is or isn't so.

CSF Imagine a helpful invention which could probably never become a reality. For example a gadget which would analyze the world's problems and tell how to solve them. Ask students to demonstrate their invention to the class.

CSF Make a list of the people that students think care about them. How do these people demonstrate caring? Ask students to put their own names on the top of a sheet of paper, then rotate the papers so that every one has an opportunity to say something positive about each person.

CSF Practice finding the good in other people by finding the good in even the worst characters in literature.

CSF Teach students active listening skills, body language, rephrasing, and tuning-in to feelings. Pair up students and ask them to interview each other one at a time. These interviews can be used to introduce students to the rest of the class, or they can play the "New Friend Game." To play have students sit in two rows opposite their partners, ask students questions, like, "What type of music would they have on at home?" Give the teams points for matching answers.

CSF Discuss and give examples of whether or not these old adages are true, " To have a friend you must be a friend.," or the old adage "Sticks and stones may break my bones but words can never hurt me."

Subjects to Consider

Social Studies - Identify themes and dilemmas throughout history: prejudice and intolerance versus civil rights; treatment of ethnic groups such as Native Americans, Jews, and Japanese during World War II; war and peace; greed vs. giving; attitude towards slavery.

Science -Take care of class pets or a bird feeder. Study explanations for the eating habits, illnesses, and behaviors of the animal you have chosen.

Math - Ask students to keep count and produce charts analyzing the frequency of kind remarks. This could be compared to the frequency of unkind remarks.

Language Arts - Ask students to rewrite the end of a story as if a character were more compassionate than depicted.

Art - Ask students to design and send holiday or thank-you cards.

Physical Education - Discuss how your team treats the other team after a win or loss. What is good sportsmanship?

Music -Discuss and explain the history and tradition of "Love" songs in our culture.

Health- Discuss how reading body language helps us understand each other better.

WOW
World of Work

Forgive

That slight misdeed of yesterday,
Why should it mar today?
The thing he said, the thing you did,
Have long since passed away;
For yesterday was but a trial;
Today you will succeed.
And from mistakes of yesterday
Will come some noble deed.

Forgive yourself for thoughtlessness,
Do not condemn the past;
For it is gone with its mistakes;
Their memory cannot last;
Forget the failures and misdeeds,
From such experience rise,
Why should you let your head be bowed?
Lift up your heart and eyes!

Author Unknown

Ask students to discuss in groups their interpretations of this poem. Talk about how mistakes are how we learn. Relate this to the **World of Work** and what employees need to do when they have made a mistake.

Parent Corner

KIND WORDS COST LITTLE, BUT ACCOMPLISH MUCH

Provide your children with unconditional love. Help them understand that you will always love and support their efforts, even though you may not always agree with them or approve of what they are doing, or what they have done. The world can be a tough place growing up and everyone needs to feel appreciated and supported. If children do not get these needs met at home they will find another group of people that they feel meets these needs, they may even turn to gangs. This does not mean that you overlook or accept "bad" behavior, but consequences can be provided without anger . Tough problems can be solved together with the responsibility for correcting or improving the behavior/situation still falling upon the child.

Parents can bring out the best in their children by emphasizing what they have done right or what they could do, instead of what they have done wrong. Studies have shown that encouraging and expecting the best in our children is the best predictor of success.

Teach by example. During this month be extra friendly and polite to everyone including your children. Use please, thank you, and excuse me profusely. Smile a lot and let them know they are loved. Sit down, look them in the eye, and really listen to what they are saying. Try to put yourself in their place.

Watch television with your child and use this opportunity to talk about situations in which the characters are mean and hateful. Point out alternative ways that characters could have chosen to act.

When your child begins to say things or act in ways that will hurt others, immediately explain how that behavior makes others feel. Clearly establish or restate your family's beliefs or rules for the treatment of others. For example; "If you don't have anything nice to say, don't say anything at all," or "Treat others as you would like to be treated."

Early Childhood Activity

Stellaluna, by Janell Cannon. Stellaluna, a baby fruit bat, is separated from her mother and falls into a nest of baby birds. In order to stay with the other babies, Stellaluna must eat bugs and act like a bird. She eventually is reunited with her mother. Stellaluna and the birds learn that you can be very different and still feel alike.

Activity: Discuss caring for each other and treating others the way you want to be treated. Discuss bats and birds.

Read the book. Discuss what is different about a bat and a bird; i.e. eating fruit versus bugs, sitting on limbs verses hanging upside down; flying at night versus during the day.

Small group - Provide a variety of soft fruits (mangos, bananas, plums, peaches). plates and knives. Invite the children to cut up and sample the different fruits. Write words generated through the various tastes.

READING MATERIALS

Grade	
K-2	Koko's Kitten by Patterson - A real life story of a gorilla who cares for a kitten and speaks in sign language.
	Frog and Toad are Friends by Lobel - Two special friends who go to great lengths to show they care.
	A New Coat for Anna by Ziefert - After many months a mother's determination produces a beautiful gift.
	It's Mine by Lionni - Three selfish frogs learn the value of kindness from a toad who helps them.
3-5	The Aunt and the Elephant by Peet - A small character helps a bigger one solve a problem.
	The Giving Tree by Silverstein - A story about the selfless act of giving and giving.
	Sachiko Means Happiness by Sakai - A girl deals with loving her grandmother with Alzheimer's disease.
	Badger's Parting Gifts by Varley - The woodland animals share memories when one of their friends dies.
6-8	After the Rain by Mazer - A 15-year-old learns to love and appreciate her dying grandfather.
	Almost a Hero by Neufeld - A boy balances responsibility with good deeds in a service-learning project.
	The Watsons' Go to Birmingham by Curtis - An African -American family take a poignant trip together.
	What About Me? by Rodowsky - A teenager has mixed feelings towards her brother with Down Syndrome.

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Draw your own conclusion

Are there things that we take for granted that others can not do? What would it be like to not be able to walk around, see or hear? When we see someone who appears different, how would they like us to react? How does this apply to everyone, not just people with disabilities?

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Communities Build
CHARACTER
It's Everyone's Job!

Character-Building Word for January
COMMITMENT

Binding yourself to a course of action despite obstacles:
Make yourself a promise and keep it.

WEEK 1

Genius is one percent inspiration and ninety-nine percent perspiration.
Thomas Edison

A journey of a thousand leagues begins with a single step.
Lao-tzu

Life is like riding a bicycle. You don't fall of unless you stop pedaling.
Anonymous

The difference between the impossible and the possible lies in a man's determination.
Tommy Lasorda

Remember that overnight successes usually take fifteen years.
Anonymous

WEEK 2

Be like a postage stamp stick to something until you get there.
Josh Billings

When you are committed to something, you accept no excuses: only results.
Kenneth Blanchard

Character is determined by what you accomplish when the excitement is gone.
Anonymous

If you are not sure where you are going, you are liable to end up someplace else.
Robert F. Mager

Little strokes, fell great oaks.
Anonymous

WEEK 3

The man who does things makes many mistakes, but he never makes the biggest mistake of all-doing nothing.
Benjamin Franklin

The only limitation is in your own mind.
N. H. Moos

Climb high, climb far. Your goal the sky. Your aim the star.
Anonymous

I can't imagine a person becoming a success who doesn't give the game of life everything he's got.
Walter Cronkite

A man can fail many times, but he isn't a failure until he gives up.
Anonymous

WEEK 4

One reason for doing the right thing today-is tomorrow.
Anonymous

Do ti! Move it! Make it happen! No one ever sat their way to success.
Anonymous

A good friend is like tooth-paste. He comes through in a tight squeeze.
Anonymous

A jug fills drop by drop.
Buddha

The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher.
Thomas Huxley

RELATED WORDS

Perseverance	Persistence
Loyalty	Goals
Faithfulness	Dedication
Trustworthiness	

Commitment to:

Friends and family	Ideals
Learning/knowledge	Community
Being the best you can be	Excellence
A healthy life-style	Relationships

PRACTICAL APPLICATIONS

* Being willing to finish what we start
* Being true to friends and family even when they are not around
* Doing what we say we will do.
* Being on time
* Giving our best effort
* Keeping promises
* Following through with something even though there may be challenges
* Setting goals for ourselves and persisting in their accomplishment.
* Having a clear vision of what we want to accomplish
* Believing that "we can succeed". "We cannot consistently perform in a manner inconsistent with our self-image."..Dr. J. Brothers
* Understanding the importance of working independently as well as the benefits of teamwork
* Breaking tough tasks into manageable steps
* Committing to a personal belief and sticking to it even when it may be unpopular (i.e., not smoking)
* Making goals and seeing them through
* Commitment to relationships and problem solving

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KEY

C = COMMUNITY S = SCHOOL ACTIVITIES F = FAMILY ACTIVITIES

C S F Encourage students to develop short-range and long-range goals and a plan of action.

C S F Discuss the quote ***"A winner is someone who sets his goals, commits himself to those goals and then pursues his goals with all the ability given him."*** Then write New Year's Resolutions and commit to keeping them.

S F Discuss the relationship between commitment and responsibility.

C S F Ask students to think of a goal they would like to accomplish. On a 1-10 number line ask them to list under the 10 what a person really committed to reaching that goal would be doing (i.e., re search, writing letters, interviewing, studying at least 1/2 hour per night, etc.) Under number one have them list what someone who has given up might be doing. Ask them where they fit on the number line on that day. Ask where they would like to be, and what behaviors they would need tc develop to affect that change. This exercise helps them see their own responsibility in this process This process can be used for other traits of character as a whole.

C S F Have students outline the commitment it took to become a free nation.

C S F Discuss a leader that was committed to a certain cause or ethical decision.

C S F Emphasize the importance of working hard and striving for their best effort. Discuss how our own expectations and the expectations of others affect our efforts.

C S F Discuss <u>The Tortoise and the Hare</u> and how it relates to the quote, ***"The race is not always to the swift but most often to the one who keeps on running."***

C S F Provide and recognize opportunities for students to: *"Know what is right in their head (cognitive), feel the need to do what is right in their heart (emotional), and activate the will to do that which is right (behavioral)"* ...Thomas Lickona

S F Encourage their commitment to building positive character traits by implementing the <u>Character Exercise Chart.</u> This is based on the analogy that exercising muscles is to building strong bodies as exercising good character is to building strong character. Students brainstorm ideas (for example smile and make a new friend, wait patiently, say 'No' when asked to do something wrong.) The students decide which character building exercises to enter in the 12 boxes on their individual grids. Let them tally how many times they do each exercise. In order to emphasize that "character is what you do when no one else is looking." students can keep their own charts.

C S F Read biographies about individuals who have overcome great difficulties to reach their goals, for example: Helen Keller, Jackie Robinson, Gloria Estefan, Dr. Martin Luther King, etc.

C S Provide extra credit for writing about "What commitment means to me," or the quotes.

S F Discuss what their parents' commitment to them means to them and what commitments they feel. Discuss commitments students have made outside of school (i.e., music lessons, scouts, sport, church, pets, etc.) Talk about obstacles that make it difficult to keep these commitments.

Subjects to Consider

Social Studies - Discuss how the commitment of famous historic figures helped mold our country.

Science -Discuss how it took great commitment on the part of many inventors to work through numerous problems to attain success. Thomas Edison had many more failures than successes.

Math - A commitment to memorizing basic facts and formulas will help students become more successful.

Language Arts - Ask students to improve their reading by making a commitment to read regularly.

Art - Ask students to design and send holiday or thank-you cards.

Physical Education and Health (Wellness) - Help students understand the importance of being committed to a healthy life-style, including eating right, exercising and being drug-free.

Driver's Education- Making the commitment to buckle-up.

WOW
World of Work

Goals serve as a stimulus to life. They tend to tap deeper resources and draw out of life its best. Where there are no goals, neither will there be significant accomplishments. It is difficult to resist instant gratification for a long-term commitment, when you see no future or have no goals.

Here are some suggestions from Hal Urban that will help students get started in goal setting. Help students:

- **Understand the difference between a goal and a wish**. A wish is a vague dream (being rich) that happens to us. A goal is something we can specifically plan for.
- **Write down their goals** and make them specific. Writing the goals is the first step towards commitment. Seeing them on paper is a first step towards making them a reality.
- **Categorize and balance their goals**. Students can include goals related to careers, family, fun, spiritual, etc.
- **Review and revise their goals**. Explain that they may change as they grow older.

From **20 Things I Want My Kids to Know** by Hal Urban

Parent Corner

GOALS ARE DREAMS WITH DEADLINES

People with goals succeed because they know where they are going. ...Earl Nightingale

Success is the progressive accomplishment of worthy goals. Success doesn't happen by accident. It happens by design. Living without goals is like going on trip with no destination. If you don't know where you are going, you will probably never get there. The following are some of the benefits of setting goals:

- **Motivation**. Goals give us a reason to start moving towards something.
- **Independence**. Goals help us take charge of our lives and choose our paths, instead of following the crowd.
- **Destination.** We are far more likely to get someplace when we know where we are going.
- **Meaning**. Goals give us a sense of purpose and add meaning to our lives.
- **Enjoyment.** How can you be bored when you have exciting things to do? Our lives become more fun.
- **Fulfillment**. Goals help us reach our potential. Each successful step towards our goal builds confidence.

From **20 Things I Want My Kids To Know** by *Hal Urban*

As parents one of the greatest gifts we can give our children is to teach them how to turn dreams into goals by breaking them into reasonable steps that include time limits. For example my dream is to be rich. My goal is to get 3.5 average so that I can get into college. The second is easier to plan for and accomplish. Jack Canfield suggests putting a drawing of a football field on your refrigerator. Have the whole family put his/her names and his/her goals on paper footballs. When someone in the family accomplishes their goal move their football over the goal post. Celebrate as a family with time together. Everyone celebrating together encourages each family member to help each other reach their goals.

Early Childhood Activity

The Little Engine That Could by Watty Piper. A little red engine is carrying toys and good food to the other side of the mountain. Her engine quits, but finally a little blue engine comes along to help her over the mountain. As the blue engine pulls its heavy load it says, "I think I can. I think I can."

Activity: Talk about trains; talk about going over hills, maybe on a bike, talk about going up and over. Talk about how it takes hard work and commitments to work to get up the hill.

Read the book. Discuss things that may be hard to do but we do them because we want or need to.

Small group - Provide "train type" materials using linking legos and blocks. Invite children to build hills for the "trains" to travel over. Or ask children to draw pictures on the trains of things they would be willing to work hard to achieve.

READING MATERIALS

Grade

K-2 The Little Red Hen by Galdone -This folktale illustrates a lesson in the rewards of hard work.
Charlotte's Web by ? -Charlotte demonstrates her commitment to her friends and her young.
The Little Engine That Could by Piper The little train was committed to taking the toys over the mountain

3-5 Lesson's Learned from the Uncommon Friends by Foundation - Available to all 4th grade teachers.
Thomas Edison by Nirgiotis - Edison overcame many failures before perfecting many inventions
Charles Lindbergh, Hero Pilot by Collins - The commitment of Lindburgh's solo flight.
Jim Abbot, Star Pitcher by Gutman - A star major league pitcher who was born with no right hand.

6-8 Kidstories by Delisle - Stories of 20 real kids and the things they did great and small.
Hatchet by Paulson - After a plane crash, A13-year old boy must figure out how to survive by himself.
Homecoming by Voight - After being abandoned by their mother, A 13-year-old cares for her siblings.
What About Me? by Rodowsky - A teenager has mixed feelings towards her brother with Down Syndrome.

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Draw your own conclusion

Are there times when we would rather do something else than complete the task at hand? What would happen if he didn't finish his project, what would happen if he did? Talk about how it is sometimes important to pass up short-term gratification or long-term goals. Relate this to drugs.

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Communities Build
CHARACTER
It's Everyone's Job!

Character-Building Word for February

Honesty

Being truthful

Tell The Truth

WEEK 1

Honesty is the best policy.
Miguel de Cervantes

Dishonesty is like a boomerang. About the time you think all is well, it hits you in the back of the head.
Anonymous

Honesty is the first chapter in the book of wisdom.
Thomas Jefferson

This above all; to thine own self be true, and it must follow, as the night follows day, thou canst not be false to any man.
Shakespeare

To be trusted is a greater compliment than to be loved.
J. Macdonald

WEEK 2

Sincerity is the highest compliment you can pay.
Ralph W. Emerson

Better are the blows of a friend than the false kisses of an enemy.
Thomas Becket

It takes two to speak the truth - one to speak and another to hear.
Henry David Thoreau

A man's character is like a fence it cannot be strengthened by whitewash.
Anonymous

The truth, the whole truth and nothing but the truth.
Legal Oath

WEEK 3

If he does really think that there is no distinction between virtue and vice, when he leaves our homes let us count our spoons.
Johnson

Every violation of truth is a stab at the health of human society.
Ralph W. Emmerson

I have never known any one who deserted truth in trifles, that could be trusted in matters of importance
Paley

Truth is not a matter of personal viewpoint
Vernon Howard

No legacy is so rich as Honesty.
Shakespeare

WEEK 4

Always speak the truth and you will never be concerned with your memory.
Anonymous

Flatterers are the worst kind of enemy
Tacitus

I would rather have you truthful and brave then to have a whole orchard of cherry trees
George Washington's Father

The truth is mightier than the sword.
Anonymous

Lands mortgaged may return, but honesty once pawned is never redeemed.
Middleton

RELATED WORDS

Dependability
Keeping Promises
Trustworthyness
Genuineness
Honest Praise
Truthfulness
Fairness
Justice
Sincerity

PRACTICAL APPLICATIONS

* Never stealing someone else's possessions or ideas (cheating)
* Telling the truth in spite of what you think the consequences will be
* Being consistently truthful so that others can trust you
* Helping others maintain honest standards
* Making sure that our motives are unselfish
* Giving praise only when it is sincere
* Giving criticism only when it is constructive
* Understanding that truths out of context can be deceiving
* Understanding that "spins" on the truth can be created to further a particular point of view
* Understanding that people can see the same incident yet report it differently often causing conflicts
* Being a good friend involves honesty
* Omitting information can be as damaging as outright dishonesty

ACTIVITIES

C=Community Activities S=School Activities F=Family Activities

CSF Ask students to develop skits that culminate in honest and dishonest decisions. Ask to include the consequences in each scenario.

CSF Students can create their own cartoons depicting **Character ED** in different situations. Cartoons could depict what would happen if ED told the truth and another cartoon depicting what would happen if he didn't. Students could do this in teams. This could be tied into literature or social studies.

CSF Brainstorm the different ways there are to be dishonest. Turn the situations around so that the student is the one being lied to. Discuss how that feels.

SF On a blank sheet of paper have students trace their hands, draw a large heart inside the palm, and draw a picture of themselves inside the heart. While they are doing this explain how this depicts the three areas of character development. The head learns the principles, the heart understands why and when to use the principles, and the hand puts understanding into actions. Ask them for examples of their experiences in thinking through decisions.

CSF Discuss plagiarism and how to give proper credit.

CSF Ask students to think of people in their lives or in literature whom they consider trustworthy. Develop a list of characteristics.

CSF Have students find examples of advertising that purposely mislead the public. Discuss how the truth can be misleading: for example, products that claim that they are sugar free but contain other high calorie sweeteners such as molasses and corn syrup. Students can create honest advertisements.

CSF Discuss who really ends up paying when you cheat or steal from companies.

CSF Write an acrostic using the word Honesty.

CSF Read the Little Boy Who Cried Wolf. Talk about telling the truth, but remember if you don't have anything nice to say - sometimes it is better to say nothing at all. Ask students to make pop-up books with honesty on the outside and a quote or act illustrated as a pop-up.

CSF Find a character in literature or history who has been affected by not telling the truth.

CSF Discuss classroom disruptions. Do they "steal" learning time from other students?

CSF Read and discuss biographies of Presidents Washington and Lincoln. Talk about how they are remembered for their honesty and character.

CSF Admit mistakes and seek to correct them. Discuss why "mistakes are for learning" and how no one dc anything perfectly the first time.

CSF In a newspaper or magazine, find an example of a person who was honest or dishonest. Write a paragraph about the situation and identify the choices that person made. What were the consequences?

Subjects to Consider

Social Studies - Discuss historic figures and how their honesty or dishonesty changed history. Discuss presidents known for honesty such as Lincoln or Washington and how this trait was highly regarded and reported in stories over the years.

Physical Education - Rainy days or times of student conflict provide an opportunity for students to really listen to each other's concerns and brainstorm better solutions. See below.

Language Arts - Read Matilda, Who Told Lies, and Was Burned to Death. (Book of Virtues) Compare this to The Boy Who Cried Wolf. Ask students to write a poem or story about a lie and its consequences.

Health (Wellness) - Being honest with oneself means understanding ourselves and the reasons for the decisions we make.

Math - Discuss how numbers never lie but can be interpreted to support different points of view.

WOW - World of Work

From; *20 Things I Want My Kids to Know* by Hal Urban

There seems to be an attitude in the world today that dishonesty is OK, "Everybody's doing it." Seeing what we can get away with has almost become a sport. But dishonesty takes its toll in many ways. Schweitzer once wrote that we can't have reverence for life unless we develop a code of ethics, which includes honesty and truthfulness. Dishonest employees cost businesses money every day. We have been caught in a battle between right and wrong and good and evil since the beginning of time. We have choices to make everyday. Employers are interested in hiring people they can trust. In many cases this may be more important than skill.

William James, in his book To Thine Own Self Be True, explains that dishonest behavior is at the root of most psychological problems. Dishonesty is unhealthy for our spirit as well as our physical well being. The effort to sustain a false impression places enormous stress on the nervous system, hence the ability of lie detectors to record dishonest statements.

Dishonesty usually catches up with us. It ruins relationships and prevents us from fulfillment. Dishonest habits become roadblocks to success in business and experiencing our true selves.

Honesty affords a peace of mind. We do not have to constantly cover up or remember the last lie we told to whom. Honesty strengthens relationships and builds trust. We can only be all that we are capable of when we are honest with ourselves.

Parent Corner

Teaching Children to Problem Solve Situations

When children get into difficult situations they look for a way that will help them look better to the people they want to impress or get out of doing something that they don't want to do. By brainstorming other alternatives and their consequences, children can explore better ways of solving difficult situations than being dishonest.

First discuss with your child your family's values about honesty and what you expect. "Actions speak louder than words." Parents can help their children to become honest adults by being honest role models. Talk to them about the consequences of being dishonest, not only from their parents, but also about how one lie leads to another and gets the liar into more and more trouble. Talk about the fable, The Boy Who Cried Wolf, and how it is difficult to trust someone who has a reputation for being dishonest.

Look for teachable moments to help your child brainstorm positive choices. For example, Sally asked Eddie if he had finished his homework when he wanted to go out to play with the neighborhood kids. He knew that he had a couple more math problems and needed to study for his spelling test, but he said, "Yeah, Mom," and continued playing. Later that evening Sally found out that Eddie's homework wasn't finished. She did not let him off the hook for lyin; he had to stay in the next day. During that time she asked Eddie to brainstorm other things he could have done. Eddie responded that he could have gotten started earlier instead of watching television, he could have told his mother the truth and promised to finish his work after dinner (with the condition that this would be done on a trial basis; if it did not work out, there would be consequences), or he could have worked ahead the evening before. They discussed the pros and cons of each choice, and after careful consideration, Eddie promised to handle the situation differently next time.

Children and adults are faced with difficult choices every day. Helping our children think about and weigh a variety of responses will help them make more successful choices.

Early Childhood Activity

Pinocchio by Lorenini. A puppet is transformed into a little boy, but when he doesn't tell the truth his nose grows, and he gets into difficult situations.

Activity: Talk about the difference between a lie and the truth. What happens when we lie? Can anyone remember when that got them into more trouble?

Read the book. Discuss things that may be hard to do, but we do them because we want or need to.

Small group - Provide a drawing of Pinocchio without a nose. Have the children put a round nose on him if what you say is the truth and a longer triangular nose on him when you say something that is not true.

READING MATERIALS

Grade

K-2 Andy and the Lion by Ormerod - A powerful lesson about the value of keeping one's word
The Boy Who Cried Wolf by Aesop - A boy learns what can happen when he continuously tells lies
Pinocchio by Lorenini - This magical puppet/boy's nose grows when he tells a lie

3-5 Max Malone and the Great Cereal Rip-Off by Herman - Max is tempted to be dishonest with a youngster
The Big Lie by Leitner - Isabella finds out how leaders during World War II tell "the Big Lie" to victims
The Animal, the Vegetable, and John D. Jones by Byers - Two families learn honesty and family harmony
Maggie Marmelstein for President by Sharmat - Maggie learns about making campaign promises
Number the Stars by Lowry - A girl, during WW II, is concerned about her parents lying to protect Jews

6-8 The Story of Regulus by Baldwin - The Legend of Regulus keeping his word immortalized him in Rome
Honest Abe by Alger - Habits of a truthful heart begin early in life
The Emperor's New Clothes by Andersen - Honesty, unlike new clothes never goes out of fashion

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Draw your own conclusion

Are there times when it seems tempting to take something that does not belong to you or to tell a lie? What might happen if the girl in the cartoon keeps the money? How would you have felt if it was your money she had found?

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Communities Build
CHARACTER
It's Everyone's Job!

Character-Building Word for March
Courage

The personal strength to face difficulties, obstacles, and challenges

Be brave, make positive choices

WEEK 1

If at first you don't succeed, try, try, again.

Anonymous

If fifty million people do a foolish thing, it is still a foolish thing.

Anonymous

What you believe yourself to be you are.

Claude M. Bristol

A man of character finds a special attractiveness in difficulty, since it is only by coming to grips with difficulty that he can realize his potentialities.

Charles DeGaulle

Act as if it were impossible to fail.

Anonymous

WEEK 2

The only thing we have to fear is fear itself.

Franklin D. Roosevelt

You only feel the victory if you accept the challenge.

Anonymous

All our dreams can come true if we have the courage to pursue them.

Walt Disney

It takes courage to push yourself to places you have never been before... to test your limits, to break through barriers.

Anonymous

Courage is not the absence of fear, rather it is the ability to take action in the face of fear.

Nancy Anderson

WEEK 3

The right angle to approach a difficult problem is the "try-angle."

Anonymous

Don't be afraid to go out on a limb. That's where the fruit is.

Arthur Lenehan

Courage is what it takes to stand up and speak: it is also what it takes to sit down and listen.

Anonymous

In the middle of difficulty lies opportunity.

Albert Einstein

Moral courage is a more rare commodity than bravery in battle or great intelligence.

John F. Kennedy

WEEK 4

All glory comes from daring to begin.

Eugene F. Ware

Don't be afraid to take a big step if one is indicated. You can't cross a chasm in small steps.

David Lloyd George

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones

The key to your universe is that you can choose.

Carl Frederick

Ingenuity, plus courage, plus work, equals miracles.

Bob Richards, pole vaulter
2 Olympic gold medals

RELATED WORD

Bravery
Fearlessness
Firmness
Self-determination
Fortitude
Challenges
Choices

PRACTICAL APPLICATIONS

* Planning options to face something that takes courage.
* Understanding the difference between courage and foolishness.
* Telling the truth in spite of the consequences.
* Believing in our abilities, despite odds.
* Doing what we feel is right even in a crowd that doesn't.
* Apologizing and admitting mistakes, and accepting the consequences.
* Resisting the temptation to do wrong.
* Willing to replace our wrong decisions with the right ones.
* Taking the first step in a difficult or new task.
* Following our dreams and goals.
* Having the courage of our convictions.
* Taking reasonable, positive risks.
* Taking pride in being unique.

Activities

C= Community Activities S= School Activities F = Family Activities

CSF Given sample situations, ask students to decide which choices are courageous and which are foolish. For example: Walking away from a fight vs. fighting, making fun of someone vs. standing up for someone, doing something because your friends expect it vs. doing what you know is right.

CSF Have students interview someone who has come here from another country. Ask them to tell about the courage it took to move to a new place.

SF In cooperative learning groups, have students study a quote and explain it to the rest of the class through a skit, story, artwork, poster, etc.

CSF What would the world have missed if Walt Disney or Thomas Edison had not had the courage to follow their dreams?

SF Play telephone; have the students pass a whispered message around a circle. Discuss having the courage to be a peacemaker; understanding the whole story before you follow the crowd; why it is important not to listen or act on rumors, and having the courage to talk to the source directly to clear up any misinterpretation or misinformation. Discuss how students sometimes alter or start rumors as a form of peer pressure.

CF Watch a favorite TV show and report about whether the characters were demonstrating courage or foolishness.

CSF Discuss having the courage to address difficult situations. Teach students how to define the problem and look for a variety of solutions. This process can be practiced with examples from students, literature, or history. This can be related to conflict resolution and mediation to help students find the courage to solve individual problems. Successful people often have more than one alternative.

SF Discuss obstacles in our lives and how it takes courage to overcome them. Read about and discuss Helen Keller, Stevie Wonder, Franklin Roosevelt. Discuss the meaning of bravery.

CSF Invite survivors of the Holocaust to speak to your students about incredible courage.

CSF List what someone with courage looks like as a group activity. Explain how the purple heart has long been a symbol of soldiers being courageous in battle. Have the students cut out their own purple heart and list or draw things they have done that took courage.

SF Discuss or write about: "What would you do today if you knew you couldn't fail?"

SF Discuss the phrase, "Have the courage of your convictions." How can students show this?

CSF Develop a student group that meets to write and produce skits and vignettes using the quotes and or original material about the character traits.

SF Discuss: To dream anything that you want to dream. That is the beauty of the human mind.
To do anything that you want to do. That is the strength of the human will.
To trust yourself to test your limits. That is the courage to succeed ....Bernard Edmonds

CSF Encourage goal setting. Discuss the quote: "We all live under the same sky, but we don't all reach for the same stars." Encourage students to develop their own short and long-term goals.

1. Define the goal (that is within the student's ability to influence)
2. Outline the steps needed to achieve the goal.
3. Consider possible blocks and ways of dealing with them.
4. Set deadlines, break up the task if necessary and set deadlines for parts. ...Quest

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Subjects to Consider

Discuss the difference between a celebrity and a hero and the different traits that make them famous. Celebrities are made famous by the media. They make news but not necessarily a positive impact. Heroes are known for achievement, portraying ideals, and making a difference in the lives of others. Heroes have the courage to overcome or persist in order to achieve their goals. Heroes may not be great to everyone, but they have a powerful impact on the people around them.

History Ask students to report about someone from history who they considered a hero. How did this person exhibit courage? How would they solve a related problem today? Discuss the courage it took to bring about change in the history of our country or the world.

Literature Ask students to write about people in literature or people in their own lives that they consider heroes. How did they exhibit courage?

Health Discuss the difference between courage and risky behavior. Discuss having the courage to say no to peer pressure. Encourage students to set long term goals and discuss what they will need to do to achieve these. What may they have to give up along the way?

Creative Writing Write a story about a character who has to make a choice that requires courage.

Social Studies Bring in or have students interview people that they think are heroes in their community.

WOW - World of Work

It Takes Courage to Be Successful!

It takes courage to apply for a job, walking into the unknown. One way to help this is with practice. Practice filling out applications and role play interviews. Employers want to know what you can offer their business, not what their business can do for you. Think about your answers to questions they might ask in advance. Like: Why would you like to work here?

It takes courage to admit mistakes. Covering up mistakes on the job can lead to more problems! None of us are born experts. We made several mistakes before we learned to walk, but from each of those mistakes we learned to eventually master the task of walking. In the world of work ask questions when you are not sure. Learn from the mistakes you make so they are not repeated.

It takes courage to try something new, a new job or a new task. Very often once we master a task at work, we are given more difficult things to do; that's what getting promoted is all about.

Parent Corner

Teaching Children to Be Brave (But Not Foolish)

Courage is taking reasonable risks. Encourage children to make good decisions by allowing them to practice good decision making at home. Offer choices; let them see that the choices they make have positive and negative consequences. For example, if your son is bouncing the ball in the house you can ask him to either bounce the ball outside or find something quieter to do in the house. If he continues, he needs to understand that this was a poor choice, the consequence of which is that the ball will be taken away. When decision making is encouraged early and consistently, children are more able to muster the courage to stand by the decisions they make.

This includes helping children and young adults develop a resistance to negative peer pressure by helping them learn to evaluate their choices. It is often difficult to chose between immediate pleasure, what is easier or feels good now, and long term goals; what actions would have positive future consequences. Young adults can get into difficult situations when they do not have the courage to ask about what others are inviting him to do.

Courage is not something we can demand from children; it grows from the experience of making good choices that provide successful outcomes. Children and young adults need to feel capable of handling difficult situations. Help them think through several alternatives; very successful people have fall-back options. For example, your son suggests that he doesn't want to go to school because someone is picking on him on the bus. Ask him to list some solutions to this problem. List them all including not going to school, or hitting the other boy first, until you get some more workable alternatives. Go over the list with him and ask what would happen or be the consequences of each alternative. Have him chose the ones that will most likely provide a positive consequence.

Clarify the difference between courage and loudness and lack of courage and shyness. This will help your child see that courage is a quality of character, not personality. Explain that there is a quiet courage - the courage to say no to something that is wrong or to say hello to a child who has no friends.

We all make decisions every day. It is important that we help our children have the courage to think through their choices and resist the pressures from others in order to do what they feel is right.

Early Childhood Activity

Amazing Grace by Mary Hoffman and Carolyn Binch. Grace is a young girl who loves to act out stories. Auditioning for Peter Pan, her classmates tell her that she can't get the part because she is a girl and she is black. Her Nana proves to her she can be anything she wants to be. Grace goes on to give a great performance as Peter Pan.
Discuss: facing problems, being brave, things we can't do yet, but will be able to do someday.
Read the book. Discuss what Grace accomplishes and introduce the word courage.
Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, paints, and large drawing paper. Invite the children to draw/paint pictures of things they can do. Label the pictures.

ELEMENTARY BOOKS		SECONDARY	
Book	**Author**	**Book**	**Author**
Chicken Little	Lorenzini	The Minotaur	Andrew Lang
The Book of Three	Alexander	I Heard the Owl Call My Name	Craven
Hansel and Gretel	The Brothers Grimm	If—	Rudyard Kipling
My Brother Sam Is Dead	Collier/Collier	Crackling Day	Abrahams
The Brave Mice	Aesop	The Frog Prince	The Brothers Grimm
The Sign of the Beaver	Speare	Missing May	Rylant
Miss Maggie	Rylant	Rosa Parks	Kai Friese
Child of the Silent Night	Hunter	The Road Not Taken	Robert Frost
Very Last First Time	Andrews	A Raisin in the Sun	Hansberry
Freedom Train; Harriet Tubman	Sterling	The Pearl	John Steinbeck
The Lion, Witch, and Wardrobe	Lewis	Roll of Thunder Hear My Cry	Taylor

I heard what you said about me. I'm not afraid of you, wait and see!
LATER...
I heard Johnny wants to fight you.
You're not chicken are you?

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Draw your own conclusion

Do you sometimes feel that your peers are encouraging you to do something you do not want to do? What are some other things we can do to avoid a fight and still save face? What situations are courageous, and what situations are foolish?

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Communities Build
CHARACTER
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Character-Building Word for April
Integrity

Adhering steadfastly to a personal sense of honorable and ethical behavior

Sticking to what you know is right

WEEK 1

A person's true character is revealed by what he does when no one is watching.

Anonymous

Ability will enable a man to go to the top, but it takes character to keep him there.

Anonymous

When you walk what you talk... people listen.

Anonymous

The greatest thing in this world is not so much where we are, but in what direction we are moving.

D.W. Holmes

Character is not an inheritance; each person must build it for himself.

Anonymous

WEEK 2

Real integrity stays in place whether the test is adversity or prosperity.

Charles Swindall

A person's true ideals are those he lives by, not always those he talks about.

Anonymous

The height of your accomplishments will equal the depth of your convictions.

Willian F. Scolavino

Keep pace with the drummer you hear, however measured or far away.

Henry David Thoreau

A good conscience is a continual feast.

Sir Frances Bacon

WEEK 3

The man who cannot believe in himself cannot believe in anyone else.

Roy L. Smith

What lies ahead of us and what lies before us are small matters compared to what lies within us.

Ralph Waldo Emerson

Integrity is the glue that holds our way of life together.

Billy Graham

One person with a belief is equal to the force of ninety-nine who only have interests.

Anonymous

Peace is not something you wish for; it's something you make, something you can do, something you are, and something you give away.

Robert Fulghum

WEEK 4

What you value is what you think about. What you think about is what you become.

Joel Weldon

When you know what your values are, making decisions becomes easier.

Glenn Van Ekeren

If you don't stand for something, you'll fall for anything

Anonymous

Success is knowing what your values are and living in a way consistent with your values.

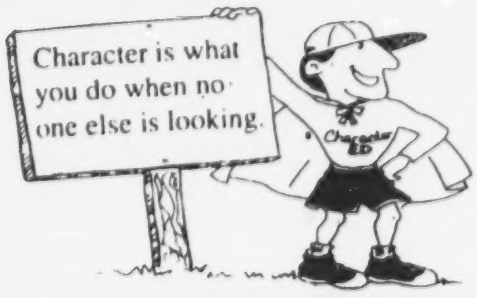
Danny Cox

The evil of the world is made possible by nothing but the sanction you give it.

Ayn Rand

RELATED WORDS

Respect	Humility	Justice
Responsibility	Loyalty	Uniqueness
Citizenship	Reliability	Honesty
Compassion	Kindness	Courage
Commitment	Self-control	



PRACTICAL APPLICATIONS

* Putting all of the character traits into action.
* Doing what you feel is right, whether or not others are watching.
* Behaving in such a way that people trust you.
* Doing what is right even in a crowd that doesn't.
* Admitting that we are wrong and accepting the consequences.
* Being accountable for our choices.
* Apologizing, admitting mistakes, and accepting the consequences.
* Resisting the temptation to do wrong.
* Willing to replace our wrong decisions with the right ones.
* Keeping promises and commitments.
* Thinking before acting.
* Being a responsible member of our community.
* Being fair and just to others.
* Taking pride in being unique.

Activities

C= Community Activities S= School Activities F = Family Activities

CSF Write a story or draw a picture about someone who demonstrates integrity. Examples could include: Abraham Lincoln, Joan of Arc, Aristotle, Florence Nightingale, Francis Bacon, Mother Theresa, Mahatma Gandhi, Jesus Christ, Plato, Confucius, or someone you know. Tell how he/she showed integrity.

CSF Discuss: I'm the one who writes my own story. I'll decide the person I'll be. What goes in the plot, and what does not is pretty much up to me. (Author unknown)

CSF Make a chart on the board with four categories: HOME, SCHOOL, WORK, WORLD. Have the students list activities associated with the four areas which exemplify integrity or are the antithesis of integrity.

CSF List at least 10 ways of stealing besides actually holding someone up or robbing a house, for example forgetting to return money or belongings, or plagiarism.

CSF Ask students to think about a time when they took a stand concerning something. Maybe they saw others doing something wrong, or were involved in a discussion and they stated their views even though they were unpopular. Discuss how that can feel scary and ask for examples of positive outcomes.

CSF List and discuss the ethical dilemmas caused by computers/advanced technology. How does this relate to the quote, "A person's true character is revealed by what he does when no one else is lookin

SF In cooperative learning groups, have students study a quote and explain it to the rest of the class through a skit, story, artwork, poster, etc.

CSF Discuss campus "issues of character" on a regular basis (vandalism, good deeds, etc.).

SF Provide students with the opportunity to practice integrity. Discuss and practice the "STAR" ethical problem-solving method; this gives students a process or system to think through potential actions or review past actions for alternatives. It includes;

Stop, take time to think through an action about to be taken
Think, make a mental list of the options available in a particular situation
Act, choose the best alternative
Review, will my action get me further from or closer to my goal, and how will it affect others?

This can be used as a short activity also. Ask the class what STAR means; provide a situation; for example, pretend you find a dollar bill on the floor, then ask them to go through the STAR steps when deciding what to do. ...from, *The Case For Character Education* by David Brooks

SF Have students trace each other on a large sheet of paper or draw a quick self-portrait. Ask students to label their drawings "A person of integrity." Write around the edges or in the center adjectives or adjective phrases describing what they feel or do that shows integrity. They could also do this as a generic activity, or draw "Character ED" listing what integrity means to them.

SF Write about a special event in your life. How did it affect your character?

CSF Ask the students to ask their parents what integrity means to them; share these responses.

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Subjects to Consider

The new **Sunshine State Standards** includes Student Performance Standard 5 which focuses on developing ethical and responsible workers. Students are expected to display positive and constructive social skills by following school rules and customs and by respecting the rights and property of others. According to Dr. Philip Fitch Vincent, in his book, *Developing Character in Students*, there are 5 things teachers can include in what they are already doing that will support Standard 5;

Develop rules that are expectation of appropriate behavior. Practice these until they become a habit. If disrespectful behavior is a problem in your classroom, develop a rule that lets students know what is expected. Actually practice this rule during classroom discussions, until it becomes a habit.

Cooperative Learning provides an opportunity for students to promote social behavior. Through structured activities and clear expectations, students will learn how to take individual and team responsibility for outcomes and develop better relationships and understanding of other students.

Teaching for thinking. When students are taught to brainstorm, compare and contrast, understand cause and effect, develop goals, make choices, and interpret and evaluate information, they practice assessing what is stated related to their own experience. This practice will help them make responsible decisions in the future.

Reading for character. Good literature requires readers to reflect on the actions and circumstances of individuals and their ideas. Through good literature students vicariously experience the lives of characters and develop a storehouse of moral models as guides for future actions.

Service Learning provides an opportunity for students to practice the art of caring about others. When students can decide what service they would like to provide, plan the activity and have an opportunity to reflect on the experience, it is much more meaningful than just bringing in cans for the hungry or getting volunteer hours over with.

WOW - World of Work

It Takes Courage to Be Successful!

"Ability will enable a man to go to the top, but it takes character to keep him there." Author Unknown.

Employers today are looking for employees with good character. They can train them in the skills they need for the job, but integrity, honesty, respect, compassion, and responsibility are necessary for employees to maintain employment and gain advancement. This is true no matter what the job, from the highest levels of government to baby-sitting jobs. If the people who put you in office or the people who trusted you to get a job done have good reason to question your integrity it will not matter how well you do the job. You could be the best computer programer, with a great amount of knowledge and expertise, but if you cheat the company, or cannot be counted on to make responsible choices and decisions, you are a liability rather than a asset.

"Character is not an inheritance: Each person must build it for him/herself." Author unknown

Life is a daily series of choices. The decisions we make and the actions we take demonstrate to others our integrity. When we treat others with honesty, responsibility, courage, compassion, and respect, we build a reputation that employers can depend on.

Parent Corner

Talk to Your Children About Your Family's Values

Explain to your children which values are important in your family. Here are some examples:

In our family, we all work together to get jobs done for the good of the family.
In our family, we talk to each other with respect.
In our family, we let others know where we are going so that they do not get worried.
In our family, we tell the truth.

These could go on and on, but it is important for your children to hear you say them. These are expectations that children need to hear often and be held accountable for. It is also a positive way to handle discipline. For example when two kids appear ready to get into an argument, remind them that in our family, we expect everyone to treat each other with respect and solve differences without hurting one another. Or when you ask your child to help with the yard work and they give you one of those faces or claim they have more important things to do, remind them that the are part of a family and that we all work together to get things done.

Saying, "If you don't have anything nice to say, don't say anything at all," over an over again will eventually sink in. It's a positive way of telling them to stop picking on one another. We hear adults say, "My Mom always said." What do you want your children to say?

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Early Childhood Activity

Jamaica's Find by Juanita Havill. Jamaica, a little girl, finds a toy dog and a hat in the park. She turns in the hat, but keeps the toy. Her mother tells her the toy probably belongs to a little girl just like her. He turns in the toy, meets the owner and finds a new friend.

Discuss: What it feels like to lose something. What you would do if you found something that did not belong to you. **Making good choices.**

Read the book. Discuss the benefits to Jamaica for being honest (showing integrity)

Small group - Provide a variety of mediums: markers, colored pencils, crayons, pastels, paints and large drawing paper. Invite the children to draw/paint pictures of their favorite toys. Label the pictures.

Reading Materials

K-3

Mike Mulligan and His Steam Shovel, by Virginia Burton; Mike stays faithful to his old stem shovel, despite new machines.

The Legend of Bluebonnet, by Tomie dePaula; An Indian girl offers her precious doll to end drought and famine.

Mufaro's Beautiful Daughters, by John Steptoe; Tribal history is woven into a tale about pride going before the fall.

4-6

The Indian in the Cupboard, by Lynne Reid Banks; A young boy learns about life from an Indian who come to life.

Helga's Dowry: A Troll Love Story, by Tomie dePaula; Helga is so poor that her love will not marry her; when she works hard to become wealthy she has choices to make.

My Side of the Mountain, by Jean George; A 13-year-old tests his independence by living alone in the wilderness.

6-8

Stealing Home: The Story of Jackie Robinson, by Barry Denenberg; The first black baseball player 's fight for equality.

The Sign of the Beaver, by Elizabeth George Speare; A 12 year-old, befriended by Indians must make a difficult choice.

Roll of Thunder, Hear My Cry, by Mildred Taylor; An unforgettable story of black pride and heritage.

Did you go to Janie's party?
No, why?
Well... Carol said that Suzie said that Janie was flirting with the boy you like!
I thought Janie was your friend!

To Districts/Schools Outside of Lee County

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Draw your own conclusion

WHow would the STAR process work in this situation?(see activities) Has anyone ever spread stories about you? How does it make you feel? How can you find out the truth before you jump to conclusions? What are some reasons kids like to spread rumors?

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Character-Building Word for May
Self-Control

The managing of your actions and emotions

Think before you act

WEEK 1

Better safe than sorry.

Anonymous

Discipline is doing what does not come naturally.

Anonymous

Even a woodpecker owes his success to the fact that he uses his head.

Anonymous

It is wiser to choose what you say than to say what you choose.

Anonymous

A man is never in worse company than when he flies into a rage and is beside himself.

Anonymous

WEEK 2

Swallowing angry words is much better than having to eat them.

Grit

I complained I had no shoes until I met a man who had no feet.

Arabic Proverb

Nature gave us one tongue and two ears so we could hear twice as much as we speak.

Epicetus

Choice, not chance determines destiny.

Anonymous

Your body is for use - not abuse.

Anonymous

WEEK 3

Anyone who angers you conquers you.

Sister Kenny's Mother

We cannot direct the wind, but we can adjust the sails.

Anonymous

He who throws dirt, loses ground.

Anonymous

We cannot control evil tongues, but a good life enables us to disregard them.

Cato

Education is the ability to listen to almost anything without losing your temper or your self-confidence.

Robert Frost

WEEK 4

Anger is only one letter short of danger.

Anonymous

Anger is a momentary madness, so control your passion or it will control you.

Horace, Epistles

Doubt what you will, but never yourself.

Bovee

For every minute you remain angry you give up sixty seconds of peace of mind.

Ralph Waldo Emerson

No man can think clearly when his fists are clenched.

Anonymous

RELATED WORDS

Self-discipline
Temptation
Peer Pressure
Conflict Resolution
Temperance
Obedience
Abstinence
Moderation
Restraint
Adaptable

PRACTICAL APPLICATIONS

* Controlling one's temper.
* Eating and drinking what is good, not just what tastes good.
* Avoiding participating in gossip and name calling.
* Counting to ten or taking several deep breaths.
* Resisting the temptation to do wrong.
* Not talking back to teachers or parents.
* Share your feelings with someone you trust.
* Doing the right thing when parents and teachers are not around.
* Setting aside time for homework, in spite of distractions.
* Not hitting back.
* Thinking before you act.
* Believing that you can make a difference in your own life.
* Understanding that things don't just happen to you, but that you have some control over circumstances.

Every action you take is an expression of the choice you have made about the effect you want to have on the world..... Constance Dembrowsky

Activities

C= Community Activities S= School Activities F = Family Activities

S Bulletin board idea! Put a student figure going up stairs and on each step write techniques for self-control: such as, count to ten, STAR, stop and think, make wise food choices, consider the consequences, etc.

CSF Discuss verbal and nonverbal communication. Can nonverbal communication stir strong emotions in others? Which is harder for us to control?

CSF Discuss putting off short-term gratification for long-term goals. How does this relate to drinking, smoking and sex?

CSF Discuss ways we learn self-control at various stages in our lives.

CSF Have students collect/generate examples of both physical and verbal self-control. Create skits and role play situations that show the different consequences when people use or do not use self-control.

CSF Explain to students that feelings are OK, it's the way we respond to these feelings that can get us into trouble. It takes a lot of self-control to do things differently from the way we have done them before. Ask students to brainstorm a list of emotions then list good choice actions and bad choice actions for each emotion. Discuss the different consequences of each.

S Provide character awards for students as part of the graduation ceremony.

SF Ask students to describe what a conflict is. Discuss that to resolve conflicts it is necessary to make a plan to solve the disagreement or problem in a helpful, not harmful manner for everyone involved. Sometimes it takes a lot of self-control not to act in an angry manner, but instead to think about solving the problem without attacking the person. Read The Wolf's Chicken Stew and discuss the conflict and how it was resolved in that story.

SF Help students relate self-control to the expression of emotions. Read On Monday When It Rained. Have students write or discuss appropriate ways of expressing each emotion discussed in the book.

CSF Discuss the quote, "Discipline is doing what does not come naturally." Discuss the similarities and differences between self-control and self-discipline.

CSF Discuss how anger is only one letter away from danger.

CSF Teach children to take control of and responsibility for their own learning. Provide strategies that will help them address learning difficulties in a way that will help them control frustrated behaviors and replace them with helpful behaviors: for example; if students have trouble remembering verbal informa tion while you are talking suggest that they take notes about, draw pictures of, or highlight information to remember.

CSF Discuss how characters in literature have displayed self-control. How would the end of the story been different if they had made other choices?

Subjects to Consider

Health - Identify foods that represent healthy choices. Ask students to chart and/or discuss how they feel when they eat healthy and exercise. Ask them to experiment by leaving out one unhealthy food they eat a lot of for one week, ask if they feel different.

Social Studies - Discuss examples of persons who lost their freedom and the control over their own lives. Ask students how they would feel if their choices were taken away.

Physical Education - Talk about athletics and the kind of self-control it takes to become good enough to get million dollar jobs. Point out that self-control is a learned skill, just like sports.

Language Arts - Write about an incident in which you practiced self-control and the outcome of that incident. Titles could include: I thought it over and decided not to do it, or I acted impulsively and regretted it.

Some ideas have been adapted from *Teaching for Character* by Dotson and Dotson

Science - A dramatic demonstration of the spread of sexually transmitted deseases. Provide enough clear glasses for each student. In one tenth of the glasses put a one molar solution for Sodium Hydrox ide, in the rest of the glasses put plain water. Fill all less than half way. Have the students mark their names on the glasses. With out telling students what is in the water have them move around the room sharing liquid with four other students, by pouring one glass into the other and then pouring half back. Put a drop or two of phenolphthalein in each glass. The ones that turn red have the Sodium Hydroxide in them. Explain how many glasses "carried the disease" originally. Discuss how sexual diseases are transmitted. Tie this into a discussion of self-control.

Adapted from *Activities that Teach* by Tom Jackson.

WOW
World of Work

As we travel from the world of home and school to the world of work we become more responsible for our own actions and success. The nurturing school or home environment is replaced in the work place with greater expectations of independence and self-control. The following are examples of self-discipline in a mature, responsible employee:

- Behaving and performing from an internal desire to succeed, not because someone else stands over you to make it happen.
- Understanding and projecting oneself into another person's world, therefore developing greater understanding, acceptance, and compassion for others.
- Making up one's own mind about the boundaries of behavior and respecting those boundaries regardless of pressure from others.
- Being able to forgo one's own pleasure and immediate gratification for the greater good.
- Setting goals and working hard toward them.
- Taking responsibility for one's mistakes and working to correct the situation.

Adapted from *20 Teachable Virtues* by Unell/ Wyckoff.

Parent Corner

The following is a list of old and new messages that children receive from adults. The new messages will help children and adults develop self-control and reduce conflicts. Adapted from *Parents Teens and Boundaries* by Jane Bluestein.

Old Messages	New Messages
If only my kids, friends, parents, would change my life would be better.	If my current behaviors aren't helping me reach my goals, I am willing to change them.
Other people's words actions, and attitudes make me feel good or bad, and therefore cause me to act certain ways.	My reactions to other people's actions, words and attitudes create my feelings; I am responsible for my subsequent actions.
This is just the way I am. I can't help it.	I always have choices about my own behavior and attitude.
Sometimes you have to act angry, helpless or sad to get what you want.	I avoid using my feelings to try to change other people.
I am responsible for my children's behavior, appearance, and performance.	I can guide and support my children and still leave them responsible for their own behavior.
Peace at any price.	I am willing to risk conflict to draw necessary boundaries for my children.
My house, my rules.	We all live here together. While I may have the final say in a lot of situations, their needs and feelings always matter.

Early Childhood Activity

The Very Grouchy Ladybug by Eric Carle. A ladybug is very grouchy to a variety of animals as she travels seeking food. At each encounter she asks the animal if it wants to fight. She eventually ends up where she started and is invited by another ladybug to share aphids.

Discuss: sharing; being kind; what it means to fight; using self-control.

Read the book. Discuss how the ladybug put herself in a dangerous position; discuss thinking before you act.

Small group - Provide red paint, small paper bowls, pre-cut black dots and wing shapes and feelers, glue, and black pipe cleaners for legs. Invite the children to make ladybugs.

A special thanks to Judith Schulman for sharing her ideas in the monthly Early Childhood Activity section.

Draw your own conclusion

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Do students get angry with each other on the bus? How can you use self-control when other students are trying to get you angry? Who controls the way you feel? What are some strategies for dealing with bullies?

Save your character words for next year.

We would like your Feedback about the Character Education Initiative!

Which parts of the newsletter were the most helpful to you? _____

In our classroom we discussed Character on an average of _____ times a month.

Character education has had a positive impact in my classroom. yes or no

Suggestions for next year. _____

_____

Please send to Meg Krieg/Curriculum, call 337-8606, or e-mail.

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INSIGHTS

A Self and Career Awareness Program
for the elementary grades

Kindergarten and First Grade Module

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The Florida Department of Education
Betty Castor, Commissioner of Education

Who Uses This Tool?

Sharing and Discussion

Relates to: Social Studies and Language Arts (oral language)

Objectives:

The children will:
- —describe the work of family members, school personnel, and community workers.
- —describe jobs that are present in the community.

Time:

approximately 30 to 40 minutes

Materials Needed:

a variety of objects or tools (or pictures of objects or tools) brought by the children; a note to parents (see below)

Directions:

Preparation: Tell the children that you would like each of them to bring an object or tool (or a picture of an object or tool) to class. Give a broad definition of the term *tool*, explaining that tools are things that people use to help them do different jobs. Give some varied examples of tools (hammer, camera, comb, pen, computer) and the work they help people do. Then say to the children: *I want you to borrow a tool from your parent or neighbor. The tool should be one that your parent or neighbor uses in his or her work. Besides bringing the tool, you should be able to tell us something about the tool. Tell us the name of the tool, what it is used for, the type of job in which it is used, and where the person works when he or she is using the tool. For example, someone might bring in a wrench* (show the children a wrench or a picture of a wrench). *That person might say, "This is a wrench. My Dad is a plumber and he uses a wrench to fix things like sinks and drains. He goes to people's homes or offices to fix the sinks and drains." Someone else might bring in a computer disk or a picture of a computer* (show a computer disk or a picture of a computer). *That person might say, "My Mom is a computer programmer and she uses a computer to write things that make other computers work. She works in a big office building."*

Send a note home with the children explaining why the tools (or pictures of tools) are neede and on what date.

(Continued Next Page)

Who Uses This Tool? ——— (Continued)

Share the tools and information. Gather the children together in a circle. Begin by sharing an object that represents teaching. Model what you want the children to do and say. Either go around the circle systematically, or call on children at random, making sure every child has an opportunity to share. When each child is finished, if you are aware of other ways (or jobs) in which the child's tool is frequently used, provide this additional information. Compliment the children on their contributions.

Lead a review of the information shared. Ask volunteers to recall what other children said about their objects or pictures. Model the procedure by picking one of the children, naming the object the child shared, and summarizing what he or she said about that object. Call on several children in turn to review the contributions of others in the group.

Lead a discussion. Following the sharing, point out the diversity of objects and occupations, and mention how some of them contribute to services in the community. Here are some questions to ask:

— *Why do we use tools in our jobs?*
— *Did you see a tool today that you've never seen before? What was it?*
— *Did you hear about a job today that you never heard of before? Which one?*
— *What job did you especially like hearing about?*
— *Do some of the jobs described help our town? Can you name one that does?*

Conclude the activity. Remind the children to return their borrowed tools promptly, and thank them for their contributions.

A School That Works

Discussion and Visitations

Relates to: Language Arts (listening and reading)

Objectives: The children will describe work-related activities necessary in the school.

Time: approximately 30 minutes for the initial discussion, 15 minutes for each visitation, and 15 to 20 minutes to show the interrelatedness of jobs

Materials Needed: large sheets of tagboard, chart paper, or poster board; and marking pens in various colors

Directions:

Identify the special workers at your school. Gather the children together, and ask them to think about all the different kinds of work they've seen people doing around the school. Have them name all the different jobs they can think of, e.g., teacher, principal, aide, nurse, custodian, etc. Make a list on poster board, using both pictures and labels to show each job. Include actual pictures of your principal, custodian, etc., if you have them. You will probably use more than one sheet.

Next, ask the children to describe the things each person does in his or her job, and list or symbolize these in an adjacent column. Say to the children: *What jobs have you seen the principal doing around school? Why do we have a principal? What kinds of work have you seen the custodian doing? Why does the school need a custodian? What jobs does a teacher do? What kinds of work have you seen me doing?*

One at a time, on successive days, invite each of the people listed to visit the class and talk about his or her job. After each visit, refer the students to the list, and point out how many things they already knew about each person's job. Then ask them to recall things the visitor mentioned that were not on their list, and add them.

When all the visits and charts have been completed, summarize the work of the school by noting differences and similarities among jobs.

(Continued Next Page)

Visually depict interdependency by connecting each job to other jobs with colored lines. Go back over the lists and ask the children to help you figure out the other people who are involved in each task. Say for example: *What other worker is the principal visiting and talking to when she comes to the classroom? Yes, the teacher! Maria, help me show this by drawing a line between the principal and the teacher.*

The impact will be achieved by using a new line for every specific task mentioned that involves another person. Interconnecting lines will quickly multiply and crisscross the charts.

Conclude the activity. Thank the children for helping to discover all of the many kinds of work that are done at school.

Oh, the Jobs We Can Do!

Story and Discussion

Relates to: Language Arts (reading and listening)

Objectives:

The children will describe:
- —how people are capable of performing many different types of work.
- —how the contributions of individuals both inside and outside the home are important.

Time:

approximately 20 minutes

Materials Needed:

a copy of the book, *Angelina's Birthday Surprise*, by Katherine Holabird, illustrated by Helen Craig, Clarkson N. Potter, Inc., New York, 1989; or *Robert the Rose Horse*, by Joan Heilbroner, Illustrated by P.D. Eastman, Random House, New York, 1962

Directions:

Read the story to the children. *Angelina's Birthday Surprise* is about a little girl who crashes her beloved bike and finds work so that she can earn money to buy another. She helps a neighbor with gardening, polishes the piano in her ballet teacher's studio, helps someone do the laundry, picks apples in an orchard, and repairs and paints a door. She doesn't earn enough money to buy the bike, but her hard work pays off when her family buys her the bike as a birthday gift. *Robert the Rose Horse* is about a horse who develops an allergy to roses and has to leave the farm. He moves to the city, where he works first as a milk-truck horse, then as a riding-stable horse, and finally as a police horse. He changes jobs, not because he doesn't do well (he is good at all three), but because of his recurring allergy.

As you read the story, emphasize the flexibility of the main character with respect to the types of work that she (or he) can do.

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Oh, the Jobs We Can Do! —— *(Continued)*

Lead a discussion. Get the children to talk about the story and what they learned from it. Ask these and other questions:
— *What kinds of work did Angelina do?*
— *Do you think she did the jobs well?*
— *Why did people pay her?*
— *Who works in your family?*
— *Who works at home?*
— *Is that work important? Why?*
— *Who goes somewhere else to work?*
— *Why is that work important?*

Conclude the activity. Restate the fact that we are all capable of doing many kinds of work. Thank the children for listening and participating.

Resource Books

Ancon, George. *I Feel*, New York: E. P. Dutton, 1977.

Berenstain, Jan. *Mama's New Job*, New York: Random House, 1984.

DePaola, Tomie. *Watch Out for Chicken Feet in Your Soup*, New York: Simon & Shuster, 1974.

Fatio, Louise. *Hector Penguin*, New York: McGraw-Hill, 1973.

Fischer-Hagel, Heiderose and Andreas. *Life of the Honeybee*, Minneapolis, Minnesota: Carolrhoda Books, 1986.

Heilbroner, Joan. *Robert the Rose Horse*, New York: Random House, 1962.

Hitte, Kathryn. *Boy, Was I Mad!*, New York: Parents Magazine Press, 1969.

Hogan, Paula Z. *The Honeybee*, Milwaukee, Wisconsin: Raintree, 1979.

Holabird, Katherine. *Angelina's Birthday Surprise*, New York: Clarkson N. Potter, Inc., 1989.

Mayer, Mercer. *There's a Nightmare in My Closet*, New York: Dial Press, 1968.

Milne, A. A. *Winnie the Pooh*, New York: E P. Dutton, 1926.

Piper, Wattie. *The Little Engine that Could*, New York: Platt & Munk, a division of Grossett & Dunlap, 1930.

Preston, Edna. *The Temper Tantrum Book*, New York: Viking, 1971.

Resource Books ——— (Continued)

Scarry, Richard. *Busiest People Ever*, New York: Random House, 1976.

Scarry, Richard. *What Do People Do All Day*, New York: Random House, 1968.

Simon, Norma. *I Was So Mad*, Chicago, Illinois: Albert Whitman, 1974.

Simon, Norma. *Why Am I Different*, Chicago, Illinois: Albert Whitman, 1979.

Stein, Sara. *The Evolution Book*, New York: Workman Publishing Company, 1986.

Viorst, Judith. *I'll Fix Anthony*, New York: Harper & Row, 1969.

Waber, Bernard. *You Look Ridiculous (Said the Rhinoceros to the Hippopotamus)*, Boston, Massachusetts: Houghton Mifflin, 1966.

Watanabe, Shiego. *How Do I Put It On?*, Philomel Publishing Company, 1979. (Optional books by same author: *I Can Take a Walk, I Can Build a House!*, and *I'm the King of the Castle.)*

Williams, Barbara. *Someday, Said Mitchell*, New York: E.P. Dutton, 1976.

Zolotow, Charlotte. *The Hating Book*, New York: Harper & Row, 1969.

INSIGHTS

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Human Pressure Machines

Creative Movement and Discussion

Relates to: Social Studies, Language Arts (oral language) and Physical Education

Objectives: The children will identify sources and effects of peer pressure.

Note: This is the first of three activities dealing with the concept of peer pressure and how to cope with it successfully.

Time: approximately 30 minutes

Materials Needed: tumbling mats or a grassy outdoor space where groups of five to six children can move freely

Directions:

Begin by discussing with the children the concept of negative peer pressure. Say to the children: *When your friends or classmates, who are called your peers, try to persuade you to do, say, or believe something that you are against—that's peer pressure. They may bribe, persist, bug, or hassle you. They may include you, or exclude you from a group. For example, someone might say that you are not really a friend unless you let him or her copy the answers to the math homework.*

Brainstorm other situations with the class and write them on the board. Explain that peer pressure is like a machine that keeps doing the same movements over and over until someone shuts it off.

Divide the children into groups of five or six and ask them to create moving "human pressure machines." Suggest that they think of movements that will create pressure on each other and receive pressure from each other. For example, one person might lie on the mat or grass and move his or her feet to push on the shoulders of another person. The second person in turn might pull on the arms of a third person, and so on to create a chain of movements. Each member of the group becomes a different part of the machine by moving in a different way. Tell the children to create a way to "turn off" their machine.

(Continued Next Page)

Human Pressure Machines

(Continued)

Allow the children about ten minutes to create and rehearse their peer pressure machines. Circulate among the groups, encouraging them and offering suggestions to those who are having difficulty. Then invite each group to perform for the whole class.

Lead as summary discussion. Ask the children to compare their human pressure machines to how peer pressure works in real life. Ask these and other questions to spark a discussion:

— *How did it feel to be physically pressured in your machine?*
— *In what ways is peer pressure like the machine you created?*
— *Why do you think it is important to talk about and understand peer pressure?*

Conclude the activity. Thank the children for their creative participation.

Conflict Management Strategies

Experience Sheet, Drama, and Discussion

Relates to: Language Arts (reading and oral language) and Drama

Objectives:

The children will:
- describe how one's behavior influences the feelings and actions of others.
- demonstrate skills in resolving conflicts with peers and adults.
- describe and discuss causes of stress and conflict.
- identify and select behaviors appropriate to specific emotional situations.
- demonstrate ways of dealing with reactions of others under stress and conflict.
- demonstrate healthful ways of coping with conflicts, stress, and emotions.

Note: This is the third in a series of five activities dealing with conflict management. It provides the children with specific age-appropriate techniques for managing conflict, and is an essential lead-in to the final activity in the series, "Demonstrating Conflict Management Strategies."

Time:

approximately 10 to 15 minutes to read and discuss each conflict management strategy (may be done in several sessions)

Materials Needed:

a pencil and one copy of the experience sheet, "Conflict Management Strategies" for each child

Directions:

Distribute the experience sheets to the children. Write the words *conflict management* on the chalkboard. Define both words separately; then define the term. Ask:
- *How many of you have ever been in a conflict that was really terrible, where you or someone else got hurt physically, or had your feelings hurt badly?*
- *Have you ever been in a conflict that worked out well for everyone?*

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Conflict Management Strategies

(Continued)

Ask a few of the children who respond affirmatively to the second question to describe those conflicts. Then analyze them briefly. Point out instances in which the people involved used strategies or behaviors similar to those described in the experience sheet. Emphasize that by using these strategies, they showed respect for each other—and for themselves.

Read each strategy aloud to the children while they read along silently. Write the strategy on the chalkboard and define it. Discuss the strategy with the children—then give them opportunities to practice it. Here are some suggestions:

- **Active listening:** Ask volunteers to practice making statements (those listed on the experience sheet and others) that indicate they are listening.
- **"I" messages:** Think of several conflict situations and ask volunteers to role play them. Help the actors formulate first "you" messages (blaming, name-calling) and then "I" messages (stating feelings, perceptions). Discuss the differences.
- **Compromise:** Brainstorm a list of compromise statements like those listed in the experience sheet. Practice saying some of them.
- **Taking turns:** Describe a familiar conflict situation to the children, e.g., *two students want to use the class computer at the same time*. Allow volunteers to demonstrate different ways of "taking turns," such as flipping a coin, drawing straws, and choosing a number between one and ten.
- **Putting it off:** Let several children practice making statements that suggest putting off the resolution of the conflict until a later time. Discuss the importance of keeping the commitment to return to the conflict, rather than just forgetting about it.
- **Getting help:** Ask the children to remember times when they used this strategy. Discuss one or two examples.
- **Expressing regret:** The difference between apologizing and expressing regret is subtle even for adults, so spend some time discussing this one. Then let the children practice making the statements shown on the experience sheet.

(Continued Next Page)

Conflict Management Strategies

(Continued)

Discuss unacceptable and "last resort" responses to conflict. List the words *violence*, *tattling*, and *running away* on the chalkboard. Discuss each one. Here are some suggestions for things you might say:

Violence: *If someone becomes violent with you, you must either leave the situation or defend yourself. However, violence usually destroys any possibility of settling the conflict so that both people are satisfied. By the way, saying cruel things to another person is a form of violence.*

Tattling: *When you tell on someone, it is usually because you want to get the person in trouble. Tattling never helps settle conflicts; it only makes the other person mad. So, instead of tattling, manage your own conflicts. If you decide to ask for help, remember that the help is for both you and the other person in the conflict.*

Running away: *If you are about to get hurt, leave the situation as fast as you can. But don't get in the habit of running away from conflict. Respect yourself and the other person enough to stay and try to settle the conflict. Say how you feel and what you think. Listen. Use the conflict management strategies.*

Conclude the activity. Thank the children for their active participation.

One of My Goals Is . . .

Triads, Discussion, and Experience Sheet

Relates to: **Language Arts (reading, writing, and oral language)**

Objectives: The children will implement a plan of action for improving academic skills.

Note: This activity and its accompanying experience sheet are particularly valuable when used in conjunction with a class project or assignment that the children are given several days to complete (see "Extension" section at the end of these directions).

Time: approximately 25 minutes for the introductory activity and discussion, 15 minutes for introducing and completing the experience sheet, and 10 to 15 minutes for a follow-up discussion

Materials Needed: a pencil and one copy of the experience sheet, "My Action Plan" for each child

Directions:

Introduce the activity. In your own words, say to the children: *In whatever work we do, we always have specific tasks that need to be completed. Some of these are big and some are small. They become our job goals and objectives. Sometimes problems arise as we work to achieve our goals. There are many ways to overcome these problems. For instance, sometimes other people can come up with solutions that we don't think of ourselves.*

Divide the children into groups. Randomly create groups of three children each. Have them decide who will be **A**, who will be **B**, and who will be **C**. (If one or two children are left over, assign them as additional C's in one or two of the groups.)

Explain the activity by saying: *Person **A**, you are the "goal-setter," and will state a goal that you want to achieve. This goal can be anything you would like to do, to have, or to become. Person **B**, you are the "discourager." Keep telling Person **A** about all the problems, obstacles, and roadblocks that could make it difficult to achieve the goal. Person **C**, you are the "encourager." Think of ideas and solutions to these problems and do whatever you can to help Person **A** achieve the goal. After a few minutes, I'll call time and tell you to switch roles. We will do this until everyone has had a chance to be the goal-setter.*

(Continued Next Page)

Before beginning the activity, choose three volunteers and demonstrate the rotation process and the interaction between the "goal-setter" and both partners. Provide examples of goal statements, positive statements, and negative statements.

While leading the activity, circulate among the children and encourage them to play their roles with enthusiasm. Allow about 5 minutes for each round.

Lead a discussion. After everyone has had a turn in each role, gather the children together and ask these and other open-ended questions:

— *What obstacles or roadblocks were mentioned most often?*
— *What were some of the best solutions offered?*
— *Do you think goals help us be successful? How?*

Give each child an experience sheet. Explain to the children that one of the most important things they can do to reach any goal is to write it down. In addition, they should think about the steps they will take to achieve their goal. Tell the children that the experience sheet provides an outline that will help them both formulate goal statements and outline objectives (steps).

Provide adequate time for the children to complete the experience sheet. Invite questions from those who need clarification. (**Note:** If you use this experience sheet in connection with a specific class or individual assignment, the following discussion is optional. See the directions under "Extension," below.)

Lead a follow-up discussion. After the children have completed the experience sheet, encourage them to talk about what they learned by asking these and other open-ended questions:

— *What are some of the things that you wrote as your goals?*
— *What are some of the steps you'll take to achieve your goals?*
— *What are some problems that you might encounter in achieving your goals?*
— *What can you do to overcome any problems that stand between you and your goal?*

(Continued Next Page)

Conclude the activity. Thank the children for their participation. Stress again the importance of having goals, and point out the advantages of predicting problems/obstacles that might interfere with meeting those goals.

Extension: If you are using this activity with a classroom project or assignment, have the children submit their experience sheets with their completed work. After the work has been evaluated, return the experience sheets along with the evaluated work.

Lead a discussion. Give the children an opportunity to review their work, or lead a total-class review, pointing out general class successes and shortcomings. Then generate a discussion by asking the following questions along with others you deem appropriate:

— *How could you have come closer to reaching the goal you had concerning this work? What steps would you add or change?*
— *What would you do differently if we were to do this assignment again?*
— *What were some problems that you encountered that surprised you?*
— *How did having a goal, defining the steps you had to take to achieve it, and writing all of these things down, help you do a better job?*

My Action Plan

PERSONAL PLAN OF ACTION

Make a contract with yourself. Fill in the blanks on this sheet to help you reach the goal you want to achieve.

CONTRACT: I, _____ have decided to work on and achieve the following goal:

_____

_____

_____

The first step I will take to reach this goal is to: _____

_____

_____

Other steps I'll take include the following (number each additional step):

_____

_____

_____

_____

_____

_____

My target date for reaching my goal is: _____

Today's Date: _____

Signed by: _____

Resource Books

Bulla, Clyde Robert. *The Shoeshine Girl*, New York: Thomas Y. Crowell, 1975.

Cleaver, Vera and Bill. *Where the Lilies Bloom*, Philadelphia: Lippincott, 1969.

Fitzhugh, Louise. *Nobody's Family Is Going to Change*, New York: Farrar Straus, 1974.

Gardiner, John Reynolds. *Stone Fox*, New York: Thomas Crowell, 1980.

Irwin, Hadley. *The Lilith Summer*, Old Westbury, New York: Feminist Press, 1979.

Krumgold, Joseph. *...and Now Miguel*, New York: Thomas Crowell, 1953.

Pfeffer, Susan Beth. *Kid Power*, New York: Scholastic, 1977.

Rudeen, Kenneth. *Roberto Clemente*, New York: Thomas Crowell, 1974.

Smith, Jay H. *Olga Korbet*, Creative Education, 1974.

INSIGHTS

A Self and Career Awareness Program
for the elementary grades

Kindergarten and First Grade Module

The Florida Department of Education
Betty Castor, Commissioner of Education

"Piggybook" —— Listening and Discussion

Relates to: Language Arts (literature and oral language)

Objectives: The children will identify personal behaviors required for success in school and family situations, and habits and behaviors that hinder progress.

Note: This is the first of five activities dealing with good and bad habits. It allows the children to begin identifying positive behaviors that can lead to success at school and at home, and neglectful or destructive behaviors that can lead to unhappiness and failure.

Time: approximately 20 minutes

Materials Needed: A copy of the storybook, *Piggybook*, written and illustrated by Anthony Browne, New York, Alfred A. Knopf, 1986

Directions: **Gather the children together and read them *Piggybook*.** In it, Mrs. Piggott leaves a note for Mr. Piggott and the boys, telling them that they are, in a word, pigs! She says that she is tired of doing all the "unimportant" household maintenance tasks without any help. Clever illustrations underscore the basic feminist/humanist/real life lesson about cooperation at home.

Read with drama and enthusiasm, frequently inviting the comments and ideas from the children regarding what will happen next.

Lead a discussion. Here are some questions to ask the children. Allow them to respond in a free-flowing discussion:

— *Do Mr. Piggott and his children have a nice life in the first part of the story?*
— *Does anyone help Mrs. Piggott with all the work she does to make a nice life for her family?*
—*What does the family learn about itself after Mrs. Piggott leaves?*
— *Did this story give you any ideas for things you could do at your home to help out?*
— *What are some unhelpful things children do at home sometimes—things they should stop doing or never do at all?*
— *Are there things you could do at school—or stop doing—that would help out here?*

Conclude the activity. Thank the children for doing such a good job of giving their attention, and sharing their ideas with the group.

Bad Chain Reaction; Good Chain Reaction

Two Chain-Writing Activities and Discussion

Relates to: Drama and Language Arts (oral language)

Objectives: The children will describe how one person's behavior can influence the feelings and actions of others.

Note: This is the first of four activities having to do with emotional "chain reactions." In it, the children demonstrate how feelings and behaviors—both negative and positive—tend to perpetuate themselves.

Time: approximately 30 minutes

Materials Needed: magic marker and two large sheets of lined chart paper

Directions:

Preparation: On chart #1, write: *Johnny was walking home from school when Tom, a sixth grader, ran into him and knocked him over. Johnny...*

On chart #2, write: *Johnny was on his way to school when Tom, a sixth grader, came up to him and said, "Hi Johnny. How's it going?" Johnny...*

Introduce the activity. Ask the children: *Do you know what a chain reaction is?* Discuss examples. For instance, tell the children: *It's a windy day. The wind blows through a window in your house. It knocks down a lamp. The lamp falls on your cat, who runs for the door. You come running in with a broom. The cat hits the broom and knocks it out of your hand. The handle falls on one of your bare feet. You hop around holding your foot, and your brother sees you and says, "is that a new dance?" This example of a chain reaction shows how the wind caused your brother to think you were practicing a new dance.*

(Continued Next Page)

Bad Chain Reaction; Good Chain Reaction ——— (Continued)

Elaborate. *There are emotional chain reactions too. For example, something happens that makes Maria mad. That causes Maria to do something that Tom doesn't like, and he feels bad. So Tom reacts by doing something to Jerry and Jerry gets mad at Chris—and so on. Have you ever had someone treat you badly and then found out that the person did it because he or she was treated badly beforehand? And then, after you were treated badly, you felt like treating someone else badly too?*

Explain the activity. Hold up chart #1, read it with the children, and suggest that they help you write a chain-reaction story. Ask: *What should we have Johnny do?* Help the children put the next part of the story into words. As they dictate, write their suggestions on the chart. For example, the story could continue with Johnny being rude or hurtful to a second person, and that person doing something to a third person, and so on, until six or seven people have treated other people badly because they were treated badly.

Read the finished story aloud to the children, while they read it to themselves. Then read it in unison.

Next, ask the children: *Are all emotional chain reactions bad ones? Is it possible for one person to treat another person kindly and respectfully, and that person, feeling good, to do the same thing to someone else, who in turn, does the same thing to yet another person? Have you ever had someone treat you so well that you just couldn't help but be nice to the next person you talked to?*

Hold up chart #2, and ask the children to help you create a positive chain-reaction story. Make sure that the second story is as long and well thought out as the first. After it is complete, read the story aloud to the children, while they read it to themselves. Then read it in unison.

(Continued Next Page)

Bad Chain Reaction; Good Chain Reaction ——— *(Continued)*

Lead a summary discussion. Here are some questions to ask the children:

— *Why do we do something mean to another person after someone else has been mean to us?*

— *If someone is mean to you, do you <u>have</u> to be mean to someone else?*

— *How can you stop a bad chain reaction?*

— *What makes a good chain reaction work?*

Discuss the feeling of wanting to "get even." Explain that it is a normal human urge, and while the feeling itself is not bad, acting on the feeling in a way that hurts an innocent person, is bad. Suggest that bad emotional chain reactions keep going because the people involved don't think about what they are doing, or stop themselves from acting badly toward innocent people.

Good chain reactions work because "courtesy is contagious." It is fun to start *good* chain reactions and keep them going.

Conclude the activity. Thank the children for doing such a fine job of thinking, speaking, and listening.

The Occupation Forest

Experience Sheet and Class Mural

Relates to: Art and Language Arts (reading and writing)

Objectives: The children will relate knowledge of self to a variety of occupations.

Time: approximately 40 minutes of class time

Materials Needed: one copy of the experience sheet for each child, a long sheet of butcher paper, and magic markers in various colors

Directions:

Introduce the activity. Ask the children if they know what a family tree is. Listen to their answers and expand upon their ideas. For example, say: *A family tree is a way of showing your "roots." It lists your parents, grandparents, great grandparents, and so on, as far back you can go. It can also list sisters, brothers, aunts, uncles, and cousins.*

Each of us is going to make a family tree. But ours are going to be different from most family trees. We're going to make family occupation trees. They will show our occupational "roots." Then we're going to put all our trees together to make an occupation forest.

Distribute the experience sheet. Explain to the children how you want them to complete it. Say: *Take the experience sheet home and ask your parents to help you fill it out. Remember, you don't have to put names on this tree, just occupations. The tree has spaces for your mother's occupation, your father's occupation, and the occupations of your grandparents. It also has spaces for the occupations of your aunts and uncles, if you have any. List both paid and unpaid occupations. They are equally important. For example, if your mother works at home taking care of your family, list her as a homemaker or housewife. If your grandparents are no longer working, list the occupations they had when they did work.*

(Continued Next Page)

Pressure on the Rise

Brainstorming and Discussion

Relates to: Language Arts (reading and listening)

Objectives: The children will identify sources and effects of peer pressure.

Note: This is the first of four activities having to do with peer pressure. It should be followed by the role playing and discussion activity, "Four Ways To Say No."

Time: approximately 30 minutes

Materials Needed: chalkboard and chalk or chart paper and magic marker

Directions: **Write the heading "Peer Pressure" on the chalkboard or chart paper.** Gather the children together and, in your own words, define the term. For example, say: *A peer is someone who is like you in many ways. Your peers are about the same age as you are, they go to school like you do, and they like many of the same things that you like. The other children in this class are your peers. My peers are other adults who went to college and have jobs. For example, the principal and the other teachers in this school are my peers.*

Pressure is a type of force. For instance, when I push this door open, or close this drawer, I do it with the pressure of my hand (demonstrate). *That's a type of physical pressure. The kind of pressure we're going to talk about today, however, is not physical. Instead, it comes from the words and actions of other people. Peer pressure comes from the words and actions of your peers. If someone in this class tries to get you to do something that you don't want to do, that's an example of peer pressure. If your friend tries to get you to do something you might want to do, but aren't sure about, that's peer pressure, too. Sometimes peer pressure is good, and sometimes it's harmful. Peer pressure is good when it makes us consider things that are good for us—like being friendly or playing fair. Peer pressure is harmful when it tries to get us to do something that is wrong or unhealthy.*

(Continued Next Page)

Write the following (or another) example on the board or chart:

- Billy is supposed to go to the library after school and pick out some books. Ted and Jeff try to convince him to play catch instead.

Discuss the example with the children. Use these and other open-ended questions:

— *Is this an example of good peer pressure or harmful peer pressure?*
— *If Billy says no, and the other boys accept his answer, is it still peer pressure?*
— *How do you think Billy feels when his friends try to get him to do something he's not supposed to do?*
— *What could happen if Billy gives in and plays catch instead of going to the library?*
— *What could happen if Billy refuses to play with his friends?*
— *What would you say if you were Billy? What would you do? What might happen if you said/did that?*

One at a time, list and discuss other examples of peer pressure. Use some of your own, ask the children to contribute some, or use the examples listed on the following page. Discuss each one with the children, asking open-ended questions (like those above) tailored to the example. When the children suggest ways of responding to a harmful pressure situation, write them down on the chart. Discuss how well each suggestion would work.

(Continued Next Page)

Peer-Pressure Situations:

- Mary wants to copy Angela's answers on a test.
- Dennis tries to get Bruce to get up earlier, so he won't be late for school.
- Molly wants Chris to ride his bike with her to the park on a other side of town, even though his parents told him not to ride that far.
- John wants David to smoke a cigarette.
- Judy tries to convince Michael to use hand signals when he rides his bike.
- Kelly urges Melinda to wear her mother's pearl necklace—without permission.
- Paul tries to convince Tammy that school is boring and she shouldn't study so much.
- Jean and Lita think Janice is weird and urge Diane not to talk to her.
- Diane urges Jean and Lita to invite Janice to play with them.
- Joey tells Manny that boys shouldn't have teddybears and urges Manny to throw his in the dumpster.

Conclude the activity. Emphasize that peer-pressure situations can take many forms, both good and harmful. It is important to recognize harmful peer pressure situations and know how to handle them. Thank the children for their suggestions and participation

Is It for Men or Women?

Experience Sheet and Discussion

Relates to: Language Arts (reading and oral language)

Objectives:

The children will:
- —describe how work is important to women and men.
- —describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
- —describe the changing life roles of men and women.

Time:

approximately 15 to 20 minutes

Materials Needed:

a pencil and one copy of the experience sheet, "Is It for Men or Women?" for each child

Directions:

Introduce the activity. Distribute the experience sheets. Point out the list of occupations and ask the children to consider each one of them carefully. Read the list aloud to the children and define any unfamiliar terms.

Explain the task. Say to the children: *You must pick ten occupations for women and ten occupations for men. Write a W beside the occupations you decide are women's jobs and an M beside the occupations you decide are men's jobs. Be prepared to explain your decisions.*

While the children are marking their choices, list the same twenty occupations on the chalkboard. When the children have finished, tally the results. Take one occupation at a time and ask for a show of hands from those who decided it was a man's job, and those who decided it was a woman's job. Record and label the totals next to the job title.

(Continued Next Page)

Is It for Men or Women? —— *(Continued)*

Lead a discussion. After the entire list has been tabulated, discuss the results. Depending on how the children divided the list, ask several open-ended questions such as these:

— *Why did doctor (mayor, banker, lawyer) get so many M votes?*
— *Has anyone in the class visited a woman doctor?*
— *Why did teacher (secretary, hair stylist) get so many W votes?*
— *Are there any male teachers at our school?*
— *Is there any job on the list that a woman can't do?*
— *Is there any job on the list that a man can't do?*
— *Where do we get our ideas of what is men's work and what is women's work?*

Conclude the activity. Thank the children for their valuable contributions to the discussion.

Is It for Men or Women?

Here are 20 occupations. Half of them (10 jobs) must be done by women. Half of them (10 jobs) must be done by men.

Place a "W" in front of the jobs you think should be done by a woman. Place an "M" in front of the jobs you think should be done by a man.

1. doctor
2. teacher
3. cook
4. banker
5. lawyer
6. store clerk
7. mayor
8. history professor
9. secretary
10. manager of a grocery store
11. police officer
12. interior decorator
13. hair stylist
14. senator
15. radio announcer
16. model
17. computer operator
18. nurse
19. cashier
20. taxicab driver

Do Jobs Have Genders?

Group Task and Discussion

Relates to: Language Arts (oral language)

Objectives:

The children will:
- —describe how work is important to women and men.
- —describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
- —describe the changing life roles of men and women.

Time:

approximately 30 to 35 minutes

Materials Needed:

large sheets of chart paper and magic markers

Directions:

Introduce the activity. Ask the children: *Are there things adults can do that children cannot do?* Elicit examples of such things. Then ask: *Are there things that men do that women cannot do? Are there things that women do that men should not do?* Tell the children to be thinking about these questions.

Divide the children into two groups. Put all of the girls in one group and all of the boys in the other group. Distribute the chart paper and magic markers and have each group select a recorder. Explain the task: *I want the girls group to make a list of things that women do that men cannot do. I want the boys group to make a list of things that men do that women cannot do.*

Have the groups work on different sides of the room. Allow about ten minutes for them to develop their lists. Circulate and assist the recorders with correct terminology and spelling.

Bring the groups together and ask the recorders to post their lists so that they can be seen and discussed by the entire class. Invite each group to challenge the other's list. Encourage them to defend their choices. Help the children apply reasoning and logic to an evaluation of their choices, avoiding emotional competitiveness.

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Do Jobs Have Genders? —— *(Continued)*

Lead a culminating discussion. Ask these and other open-ended questions:

— *What makes us think that some jobs are for men and some for women?*
— *Did you change any of your ideas about male or female roles as a result of this activity?*
— *Do you think other people have ideas similar to ours?*
— *Are people changing their ideas about what men and women can and cannot do?*
— *What causes people to change their ideas?*

Conclude the activity. Remind the children that they will have a great many choices when they enter the work world and that many options will be open to them, regardless of whether they are male or female. Thank them for their cooperation and thoughtful contributions.

Variation: To increase awareness of self-limiting ideas, have the girls group list things men do that women cannot do, while the boys group list things women do that men cannot do.

Resource Books

Behrens, June. *Sally Ride, Astronaut: An American First*, Chicago: Childrens Press: , 1984

Browne, Anthony. *Piggybook*, New York: Alfred A. Knopf, 1986.

Bulla, Clyde Robert. *Shoeshine Girl*, New York: Thomas Y. Crowell, 1975.

Collodi, Carlo. *Pinocchio*, New York: Four Winds Press, 1981.

De Paola, Tomie. *The Art Lesson*, New York: G. P. Putnam and Sons, 1989.

Huck, Charlotte. *Princess Furball*, New York: Greenwillow Books, 1989.

Hyman, Trina Schart. *Self Portrait: Trina Schart Hyman*, Reading, Massachusetts: Addison-Wesley, 1989.

Lasker, Joe. *The Do-Something Day*, New York: Viking, 1982.

McGovern, Ann. *Feeling Mad, Feeling Sad, Feeling Bad, Feeling Glad*, New York: Magic Circle Press, 1977.

Martin, Bill Jr., and Archambault, John. *The Ghost-Eye Tree*, New York: Holt:, 1985.

Nixon, Joan Lowery. *If You Were a Writer*, New York: Four Winds Press, 1988.

Porazinska, Janina. *The Enchanted Rook*, San Diego: Harcourt Brace Jovanovich, 1987.

Resource Books ——— (Continued)

Scieszka, Jon. *The True Story of the Three Little Pigs*, New York: Viking Kestrel, 1989.

Stein, Sara. *The Evolution Book*, New York: Workman Publishing Co., 1986

Three Little Pigs, The, (Suggested Authors: James Marshall. New York: Dial Press, 1989, or William Pene du Bois. New York: Viking Press, 1962).

Westman, Paul. *Neil Armstrong, Space Pioneer*, Minneapolis, Minnesota: Lerner Publications Co., 1980.

Development Guidance

Classroom Activities

For use with the
National Career Development Guidelines

Grades K - 3

DAILY HELPERS

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	
Health/Science	
Social Studies	•
Art/Music	•
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	
Growth & Change	

Exploration	
Achievement	
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	•
Career Planning	

OBJECTIVE
Students will describe a range of workers, classified as "producers of products" or "providers of services."

MATERIALS
- drawing paper
- crayons
- markers

ACTIVITY
1. Have students list the people who help them each day (e.g., parents, grocer, teacher, police officer, etc.).
2. Explain that work results in two things: products and services. Work which helps us by making things for us deals with "products." Work which helps us by doing things for us deals with "services."
3. Have students draw a picture of someone working in one of the occupations they named.
4. Allow time for student discussion of art work.
   a. Ask students to determine if their pictures represent service or goods workers. How can they tell?
   b. Ask students if the workers in their pictures can be male or female. Discuss the changing roles of male and female workers.

COMMENTS
This activity can be used in conjunction with Activity 7, "Occupation Groups."

PERFORMANCE INDICATORS
The elementary student will be able to:
8.2: Describe the products and services of local employers.
8.3: Describe the ways in which work can help overcome social and economic problems.
11.2: Describe the changing life roles of men and women in work and family.

EVALUATION
Students have identified men or women working in either service or products occupations.

RESOURCES
Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Activity Book)

ECONOMIC BENEFITS OF WORK

OBJECTIVE
Students will identify economic benefits associated with work.

MATERIALS
- toy cash register
- play money
- grocery store items (preferably empty containers)

ACTIVITY
1. Set up a grocery store with toy register, play money and grocery items.
2. Identify things money can buy. Discuss the amount of work required to earn money to purchase materials. Use the minimum hourly wage as a basis. What can you buy from the store for one hour's work?
3. Compare what can be bought with 5 cents, 50 cents, 1 dollar, etc.
4. Discuss necessities that we can buy, and things we would like to have that are not necessities.
5. Role play payday. Assume students have worked two hours at minimum wage and pay them with play money.
6. Set up a grocery store in the classroom. Label empty grocery containers with appropriate prices. Have students go to the grocery store and buy items they need for breakfast (or some other situation).
7. Discuss how the more we work the more money we have to buy the things we need and/or want.

COMMENTS
The grocery store may be incorporated into other activities over several days or weeks.

PERFORMANCE INDICATORS
The elementary student will be able to:
4.7: Describe how the amount of education needed for different occupational levels varies.
10.4: Describe how work roles compliment family roles.

EVALUATION
Students role-played grocery store experiences. Students discussed why people work, what money can buy, necessary and luxury items and the amount of work required to purchase goods.

RESOURCES
Charlie Brown's Career Education Program. *Work Is Important - Charlie Brown.* (Filmstrip)

Pelle's New Suit. (Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	•
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	
Career Information	
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	
Career Planning	

THINGS I LIKE TO DO

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	
Health/Science	
Social Studies	
Art/Music	•
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	•
Work and Learning	
Career Information	•
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	•
Career Planning	•

OBJECTIVE
Students will identify some of their interests.

MATERIALS
- "I Feel Best When I..." activity sheet (on following page)

ACTIVITY
1. Have students form a discussion circle.
2. Tell the students that you are going to read three things to them that they like to do. After you read the three things, you will ask them to raise their hands to show which they like best. The lists can be found on the activity sheet on the following page.
3. From the items that students identified as preferences, ask them to describe jobs in which they could use these interests.

COMMENTS
The activity may be expanded by asking the student what they like best about this activity. Other questions may also be used to expand the activity such as:
a. "Do people do these things when they grow up?"
b. "Do people do these things as a job?"

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.
6.4: Describe the relationship of beliefs, attitudes, interests, and abilities to occupations

EVALUATION
Students have identified activities they like and jobs related to these activities.

RESOURCES
Attitudes and Values Reproducible Activities. *I Am Special.* (Reproducible Book)

Career Activity Books. *Careers and Me.* (Activity Book)

Career Classroom Activities, Career Exploration Workbook. (VSC)

"I FEEL BEST WHEN I..."

a. do art work.
b. fix a broken toy.
c. hit a ball.

a. see a plant grow.
b. feed my pet.
c. watch smaller children.

a. sing a song.
b. learn a new dance.
c. play a musical instrument.

a. watch television.
b. listen to the radio.
c. listen to records or tapes.

a. paint a chair.
b. draw a picture.
c. tell a story.

a. buy new clothes.
b. buy candy.
c. buy toys.

a. play ball.
b. play a card game.
c. work puzzles.

RELATIONSHIP OF EDUCATIONAL SKILLS TO CAREERS

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	•

OBJECTIVE
Students will recognize that basic educational skills are necessary both in the classroom and in occupations.

MATERIALS
Arrange to have various workers (parents, school employees, friends) speak to the class about their occupations.

ACTIVITY
1. Have students listen to workers in different occupations explain the duties they perform and the need for reading, writing and math skills in performing these duties.
2. After the workers have left, review with students the importance of reading, writing and math skills on the job.
3. Have students name five workers in other occupations who often use these skills in their jobs:
   a. 5 who use reading
   b. 5 who use writing
   c. 5 who use math
4. Of the 15 occupations that students identified, ask students to identify any occupation(s) that require only one of the three skills.

COMMENTS
Activity 25, "Workers We Know" can be used as a follow-up activity.

PERFORMANCE INDICATORS
The elementary student will be able to:
4.1: Describe how academic skills can be used in the home and community.
4.3: Identify academic skills needed in several occupational groups.
5.5: Describe how current learning relates to work.

EVALUATION
Students listened to workers talk about their occupations and how they use reading, writing and math skills in their jobs. Students formed groups and discussed workers and how they use reading, writing and math skills.

RESOURCES
Career Activity Books. *Careers and Me.* (Activity Book)

Occupations Digest, Children's Dictionary of Occupations. (VSC)

WHO WE ARE INVENTORY

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will increase awareness of and appreciation for self and others.

MATERIALS
- "Who We Are Inventory" (activity sheet on the following page)

ACTIVITY
1. The teacher or counselor reads the "Who We Are Inventory" or a modified one to the class.
2. After each statement have students raise their hands if the statement applies to them. They may, of course, pass on any question, but they should be encouraged to take a risk, raise their hands and see who else in the class does the same. The leader can set the tone by also responding.
3. Have students discuss what they learned about each other as a result of this exercise.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.
3.1: Identify personal feelings.

EVALUATION
Students identified personal characteristics.

RESOURCES
Attitudes and Values Reproducible Activities. *I Am Special.* (Activity Book)

Attitudes and Values Spirit Masters. *Me, Myself and I.* (Activity Book)

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WHO WE ARE INVENTORY

1. I like candy with nuts.
2. I like to stay up late.
3. I have flown in a plane.
4. I have been on a farm.
5. I have been on a city bus.
6. I have a pet.
7. I like tangerines.
8. I can climb a tree.
9. I can roller-skate.
10. I have my own room.
11. I like television.
12. I wish I were older.
13. I wish I could fly.
14. I have nightmares sometimes.
15. I am afraid of shadows.
16. I am afraid of bugs.
17. I have been to camp.
18. I have seen the ocean.
19. I have been to a different state.
20. I am the oldest child in my family.
21. I am the youngest child in my family.
22. I am the middle child in my family
23. My grandmother or grandfather lives with me.
24. I like winter.
25. I like to go berry-picking.
26. I have played in the snow.
27. I once won a medal.
28. I have a secret hiding place.
29. I choose my own clothes.
30. I have been on a team.
31. I have broken a bone.
32. I have had an operation.
33. I have a great grandparent who is alive.
34. I make my own breakfast.
35. I know how to swim.
36. I have caught a fish.
37. I like pizza.
38. I like spinich.
39. I make models.
40. I like to paint.
41. I like to jump in fallen leaves.
42. I like McDonald's hamburgers better than my mother's.
43. I can ride a two-wheeler with no hands.
44. I watch cartoons on Saturday mornings.
45. I get an allowance for doing family chores.

A LOOK AT OUR COMMUNITY

OBJECTIVE
Students will examine the variety of jobs in their community.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Have students brainstorm the different types of jobs in their community.
2. Have students discuss male and female careers and their changing roles.
3. Have students discuss which careers they might be interested in, given no restrictions regarding the career being designated as a male or a female career.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
11.2: Describe the changing life roles of men and women in work and family.

EVALUATION
Students compiled a list of male and female occupations in the community and discussed changing roles in careers.

RESOURCES
Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Activity Book)

Farnette, Cherrie, et al. *At Least A Thousand Things To Do: A Career-Awareness Activity Book.* (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	•
Career Planning	

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A LOOK AT OUR COMMUNITY

OBJECTIVE
Students will examine the variety of jobs in their community.

MATERIALS
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ACTIVITY
1. Have students brainstorm the different types of jobs in their community.
2. Have students discuss male and female careers and their changing roles.
3. Have students discuss which careers they might be interested in, given no restrictions regarding the career being designated as a male or a female career.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
11.2: Describe the changing life roles of men and women in work and family.

EVALUATION
Students compiled a list of male and female occupations in the community and discussed changing roles in careers.

RESOURCES
Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Activity Book)

Farnette, Cherrie, et al. *At Least A Thousand Things To Do: A Career-Awareness Activity Book.* (Activity Book)

Grade							
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	•
Career Planning	

GOOD AND POOR WORKING HABITS

OBJECTIVE
Students will be able to identify good work habits.

MATERIALS
- chalkboard
- chalk

ACTIVITY
1. Make two columns on the chalkboard — one for good work habits, one for poor work habits.
2. Have students brainstorm good and poor work habits and list in appropriate column.
3. Have students discuss good and poor study habits.
4. Have students discuss ways of improving study habits.

COMMENTS
Have students try to develop a new work habit for a week and then discuss results.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.2: Identify how behaviors affect school and family situations.
12.2: Describe skills needed in a variety of occupational groups.

EVALUATION
Students explored good versus poor work and study habits and ways of improving these habits.

RESOURCES
Career Activity Books. *The Career Workbook.* (Activity Book)

Career Classroom Activities. (VSC)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	•
Career Planning	•

SKILLS FOR SUCCESS

OBJECTIVE
Students will recognize skills they learned in school and will continue to use as adults.

MATERIALS
- magazine pictures depicting various careers

ACTIVITY
1. Discuss the importance of learning certain skills in order to participate in life roles.
2. Display magazine pictures and stress the relationship between education and career preparation. Discuss kinds of educational experiences needed by the worker.
3. Have students select their favorite school subjects. Discuss jobs that require this type of learning.
4. Have students name jobs that require skills similar to those that can be performed by them.
5. Select skills that are a challenge, but will be learned in order that a special type of work can be performed.
6. Have resource persons (principal, cook, teacher) come in and name skills learned in primary school that they still use in their jobs today.

COMMENTS
The students may dramatize the following situations:
a. A man goes into a department store to buy shoes. No one can talk during the transaction. What problems will he encounter?
b. A waiter takes orders for food from four people at a table. He can't write. What problems will he have?
c. A woman needs a job but can't read. What problems will she have?

PERFORMANCE INDICATORS
The elementary student will be able to:
4.6: Describe school tasks that are similar to skills essential for job success.

EVALUATION
Students identified skills learned in school that they will use in their lifetime.

RESOURCES
Career Activity Books. *The Career Workbook.* (Activity Book)

Career Classroom Activities. (VSC)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	
Career Planning	•

CHANGING OUR BEHAVIOR

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	•

Exploration	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	•
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will examine and modify their behavior, as necessary.

MATERIALS
- paper
- pencil

ACTIVITY
1. Ask the students to think of something they would like to know how to do better.
2. Have the students identify their desired goals. (Teacher or counselor can write it down for them.)
3. After goals are recorded for each student, discuss with the class a plan to change. Emphasize that the plan include the following:
   a. What they want to be able to do.
   b. A plan to practice on the new behavior.
   c. When they will know they can do the new thing.
   d. What will happen to them when they are able to do the new thing.
4. Have the students verbalize their plans (teacher or counselor can write it down for them).
5. Make sure that each student has a goal and a plan that is reasonable and possible.
6. Frequently ask students individually how their plan is working.
7. Help students revise their plans or goals at any time it seems necessary.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
3.4: Identify and select appropriate behaviors to deal with specific emotional situations.
4.5: Implement a plan of action for improving academic skills.

EVALUATION
Students developed plans for achieving a desired goal.

RESOURCES
Attitudes and Values Spirit Masters. *Me, Myself & I.* (Activity Book)

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FOLLOWING DIRECTIONS

OBJECTIVE
Students will practice basic listening skills.

MATERIALS
- paper
- pencils

ACTIVITY
1. Have individual students follow a series of directions. Increase the number of directions from one to three (e.g., walk to the front of the room, turn lights off and on, skip back to your seat).
2. Have students follow verbal instructions by drawing on their papers according to your directions (e.g., make a large square on your paper, draw a circle inside the square, draw a line over the square, print the first letter of your name on that line). Check students' papers to see who completed them correctly. Discuss reasons for mistakes and how to improve.

COMMENTS
Instructor may begin activity by explaining that one of the most important skills needed to do well on a test is to listen and follow directions.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.2: Identify how behaviors affect school and family situations.
12.2: Describe skills needed in a variety of occupational groups.

EVALUATION
Students recognized and were able to follow directions.

RESOURCES
Follow Directions Carefully. (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	
Work and Learning	•
Career Information	
Responsibility	•
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

RESPONSIBILITY

OBJECTIVE
Students will define responsibility and describe tasks at home and school which demonstrate responsibility.

MATERIALS
- drawing paper
- crayons
- pencils

ACTIVITY
1. Have students discuss the meaning of responsibility.
2. During discussion ask students to describe a responsibility they have at home.
3. Ask students to identify some of their school responsibilities.
4. Have students draw a picture of themselves performing one of their responsibilities at home or at school.
5. Have students tell the class about their picture.

COMMENTS
This activity may be expanded by having students draw and discuss a parent's or other adult's responsibility. Also may discuss and draw different adult career responsibilities.

PERFORMANCE INDICATORS
The elementary student will be able to:
10.3: Describe how family members depend on one another, work together and share responsibilities.

EVALUATION
Students identified personal responsibilities and have made a picture of themselves performing one of their responsibilities.

RESOURCES
Jasinek, Doris and Pamela Bell Ryan. *A Family Is A Circle of People Who Love You.* (Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	•
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	
Career Planning	

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COOPERATION

OBJECTIVE
Students will recognize how cooperation helps build friendships.

MATERIALS
- "Freddie and Freda" activity sheet (on the following page)
- cardboard shape of boat
- 2 large cardboard rocks
- 5 puppets
- chalkboard
- chalk

ACTIVITY
1. Write the word "COOPERATION" on the chalkboard.
2. Ask: "Who knows what the word is?" and "Who knows what it means?"
3. Read the activity sheet on the following page and have students act it out using puppets for the parts: Freddie, Freda, Captain Cocoa, First Mate Ting-A-Ling and Second Mate Ginger.
4. Have students discuss the questions on the activity sheet.
5. Summarize with students how it takes teamwork and cooperation to go places. That's the way it is in the classroom — all classmates and the teacher must cooperate in order to have a successful year and really go places!

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
2.2: Demonstrate effective skills for interacting with others.
2.4: Demonstrate group membership skills.

EVALUATION
Students discussed the meaning of cooperation and portrayed a story about cooperation using puppets.

RESOURCES
Self-Concept Series. *Cooperating.* (Activity Book)

Communicating To Make Friends. (Activity Book)

Join. (Game)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

FREDDIE AND FREDA

DIRECTIONS: Read the following story having students use puppets to act out the story. You will need a cardboard shape of a boat, 2 large cardboard rocks and 5 puppets: Freddie, Freda, Captain Cocoa, First Mate Ting-A-Ling and Second Mate Ginger. Then discuss the importance of cooperation and teamwork in accomplishing a task.

Freddie and Freda decided to go on a boat ride. They entered the boat but could not budge, because they hit upon rocks. Freddie got out and tried to shove the boat but with no success. He returned to the boat and told the captain. Captain Cocoa ordered the First Mate Ting-A-Ling to push. When the First Mate failed to move the boat, the Captain ordered the Second Mate Ginger to get out and push the boat. She also failed. Then the Captain got out and tried to push the boat, but failed to do so. So, Freda suggested that they all get out and push. With COOPERATION, the boat was pushed off the rocks, and they all happily drifted away.

What lesson did you learn?
What does cooperation mean to you?
What are your experiences with cooperation?
Do you know someone who is very cooperative?
Do you know someone who is not cooperative?
How can we help people become more cooperative?
How are you rewarded for cooperating?
How does it feel be cooperative?
How does it feel to work with someone who is cooperative?

DIFFERENT KINDS OF DIFFERENCE

OBJECTIVE
Students will recognize and accept individuality in self and others.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Have students line up on one side of the room.
2. Tell each student to cross the room, but each of them must go across showing a different way of getting there.
3. Remind them to use a different way of getting there that is all their own.
4. Have each student cross, one at a time. They may hop, jump, skip, etc.
5. Discuss the idea that different solutions are not necessarily wrong solutions. Stress that being different does not mean something or someone is either bad or good — just different.
6. Discuss with students how it feels to be different. Is it okay to be different? Is it okay for others to be different?
7. Have students repeat the exercise and discuss what happens the next time.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
2.1: Identify how people are unique.
2.4: Demonstrate group membership skills.
2.5: Identify sources and effects of peer pressure.

EVALUATION
Students explored individuality in themselves and others by doing exercises dealing with doing things in different ways. Students then discussed the results.

RESOURCES
Communicating To Make Friends. (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	
Health/Science	•
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

MANNERS

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Explorations	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will define the concept of manners and describe their importance in social interaction.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Have students define the concept of manners.
2. During this or future discussions, use the following topics and have students give examples of good manners:
   a. toward friends
   b. toward parents
   c. toward teachers
   d. toward visitors
   e. toward the property of others
   f. toward other students' desks
   g. toward borrowing
   h. toward new students
   i. toward school rules
3. Have students describe how they feel when people use good manners toward them.

COMMENTS
Use other situations such as the playground, the school bus, the store, the movies, etc. May also draw a picture, discuss the drawings and post them in the classroom.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.2: Identify how behaviors affect school and family situations.

EVALUATION
Students defined the word "manners," gave examples of good manners and expressed feelings resulting from good manners.

RESOURCES
Farnette, Cherrie et al. *People Need Each Other.* (Activity Book)

NONVERBAL IDENTIFICATION OF FEELINGS

OBJECTIVE
Students will identify emotions through nonverbal cues.

MATERIALS
- magazines
- scissors
- paste
- construction paper

ACTIVITY
1. Provide students with magazines.
2. Have students cut out pictures of people showing a variety of emotions and feelings.
3. Ask students to paste their pictures on a sheet of construction paper.
4. Have students tell about their pictures identifying the emotions they think are being expressed.
5. Display pictures in the room.
6. Discuss reasons people show emotions.

COMMENTS
This activity may be accompanied by a health unit on feelings.

PERFORMANCE INDICATORS
The elementary student will be able to:
3.4: Identify and select appropriate behaviors to deal with specific emotional situations.

EVALUATION
Students identified nonverbal expressions of emotions through pictures.

RESOURCES
Freed, Alvyn M. and Margaret Freed. *T.A. For Tots, Volume II.* (Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	•
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

UNDERSTANDING CHANGE

OBJECTIVE
Students will identify personal changes.

MATERIALS
- chalkboard
- chalk
- paper
- pencil
- crayons

ACTIVITY
1. Discuss with students how we grow and change (e.g., from babies to adults, we continue to gain skills in many things and learn to do things differently).
2. Have students draw a picture of something they did as babies, but do not do now.
3. Have students use the other side of their paper to draw a picture of something they can do now, but could not do as babies.
4. Students may show their pictures and describe the activities in each.
5. Teacher/counselor will make two lists on the chalkboard: "Things Done As Babies" and "Things Done Now."
6. Have students discuss things they are able to do now, that younger children would be unable to do.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.

EVALUATION
Students have described things they did when they were younger and things they can do now that they are older.

RESOURCES
Attitudes and Values Spirit Masters. *All About Me.* (Activity Book)

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Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	
Health/Science	●
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	●
Interaction Skills	
Growth & Change	

Exploration	
Achievement	●
Work and Learning	●
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

CAN YOU PREDICT THE FUTURE?

OBJECTIVE
Students will explore past, present and future lifestyles.

MATERIALS
- drawing paper
- crayons
- markers
- pencils
- "Can You Predict The Future?" activity sheet (on the following page)

ACTIVITY
1. Pass out the "Can You Predict The Future?" activity sheet.
2. Talk with students about the ways things were done in the past and the way things are done now.
3. Have students imagine the topics of the activity sheet for the future.
4. Have students fill out the activity sheet.
5. Have students choose one of their future answers (more than one may be used) and make a picture of it.
6. Allow time for class presentation of artwork and student explanations.
7. Activity sheet answers can be given as a class or in groups.

COMMENTS
Activity 145, "Future Careers And Lifestyles" may be used as a follow-up to this activity.

PERFORMANCE INDICATORS
The elementary student will be able to:
2.7: Demonstrate awareness of different cultures, lifestyles, attitudes and abilities.

EVALUATION
Students compared past lifestyles with present and future lifestyles and illustrated a picture of one futuristic item.

RESOURCES
Circles and Square Pegs. (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	
Health/Science	•
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	
Work and Learning	•
Career Information	
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

CAN YOU PREDICT THE FUTURE?

Long Ago	Today	In The Future
Wash clothes in stream	Washing machine	_____
Cooked over fire	Stove/microwave	_____
Walked or rode horses	Automobile/aircraft	_____
Lived in caves	Wooden/cement homes	_____
Smoke signals	Satellites/telephones	_____
Write/draw with rocks and sticks	Pens, pencils, crayons	_____
Weapons of rocks and sticks	Missiles/nuclear bombs	_____
Clothes of animal skins	Various man-made fabrics and cottons	_____
Parents teach	Teachers, TV, computers	_____
Toys of rocks and sticks	Manufactured toys	_____

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FUTURE CAREERS AND LIFESTYLES

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	
Career Planning	•

OBJECTIVE
Students will explore future careers and lifestyles.

MATERIALS
- drawing paper
- crayons
- markers
- "Can You Predict The Future?" activity sheet (on the page following Activity 143)

ACTIVITY
1. Using the "Can You Predict The Future?" activity sheet, have students imagine what career they would like in the future.
2. Have students draw a picture of their career choice.
3. Have students imagine the type of lifestyle they would choose with their new career (e.g., leisure activities, home life, hours they work, what they eat, etc.).
4. Have students explain to the class their pictures and their future lifestyles.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.
12.2: Describe skills needed in a variety of occupational groups.

EVALUATION
Students created a picture of a future lifestyle they would like and explained it to their classmates.

RESOURCES
Self Esteem Development: I Have The Power. (Cassettes)

Additional Resources

The following resources provide additional information and activity ideas for use in your classroom. They are referred to on the activity pages throughout this book. The publisher or wholesaler that distributes each resource is listed in parentheses after each entry. You can find out more about the resources by contacting the companies at the addresses listed at the end of this section.

VSC

The following resources can be obtained through the Vocational Studies Center. For more information, contact VSC at the University of Wisconsin — Madison, School of Education, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 or call 1-608-263-2929 and ask for VSC Publications.

Career Classroom Activities. Teacher resource material containing photoready copies of lesson plans, worksheets and activity sheets based on the Wisconsin Developmental Guidance Model.

Career Exploration Workbook. Student workbook containing exercises and activities to help students develop career awareness.

Children's Dictionary of Occupations. Illustrated reference that introduces students to work and the variety of jobs available.

Metoo Career Choices. Puppet kit designed to develop career awareness using innovative scripts and videos.

Occupations Digest. Written at the fifth grade level, this digest includes occupational descriptions, worker likes/dislikes, starting salaries and general outlook information.

Picking Your Path. Video explores occupations in 14 groups in a lively format featuring children, a talking computer and The Professor.

ACTIVITY/REPRODUCIBLE BOOKS

Attitudes and Values Spirit Masters. *Me, Myself and I* and *All About Me.* (Opportunities for Learning)

Attitudes and Values Reproducible Activities. *I Am Special, My Special Feelings, Dealing With Feelings* and *The Month-to-Month Me.* (Opportunities for Learning)

Career Activity Books. *Careers and Me* and *The Career Workbook.* (Opportunities for Learning)

Circles and Square Pegs. (Opportunities for Learning)

Communicating to Make Friends. (Opportunities for Learning)

Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Social Studies School Service, Educational Service, Inc.)

Farnette, Cherrie et al. *At Least a Thousand Things To Do: A Career Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie et al. *I've Got Me and I'm Glad: A Self-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie et al. *People Need Each Other.* (Social Studies School Service, Incentive Publications)

Follow Directions Carefully. (Opportunities for Learning)

Games Children Should Play. (Opportunities for Learning)

Griswold, Vera Jo and Judith Starke. *Multi-Cultural Art Projects.* (Social Studies School Service, Good Apple, c1982)

Jackson, Alice. *Learning Units in Careers.* (Social Studies School Service, Instructo/McGraw-Hill)

Learning To Think and Choose. (Opportunities for Learning)
Listening Games. (Opportunities for Learning)
Listening and Following Directions Reproducibles. *Who's Listening?* (Opportunities for Learning)
Mind Your Manners. (Opportunities for Learning)
Morrison, Kenneth and Marcia Thompson. *Feeling Good About Me — For Elementary School Facilitators.* (Social Studies School Service, Educational Media Corporation)
Science Activity Packs. *Energy.* (Opportunities for Learning)
Self-Concept Series. *Cooperating, Feelings, Appreciating and Belonging.* (Social Studies School Service, Good Apple, ©1981-1985)

ASSESSMENT INSTRUMENTS

Quest. (Chronicle Guidance Publications, Inc.)

FILMSTRIPS

Learning to Cope. (Opportunities for Learning)
Parables from Nature. *Bushy the Squirrel, Peppy the Pup, Chuckie Chipmunk, Bruso the Beaver, Bootsie the Lamb, The Busy Bee* and *Speedy the Snail.* (Opportunities for Learning)

BOOKS/BOOK SERIES

Aycox, Frank. *Games We Should Play In School.* (Social Studies School Service, Front Row Experience, ©1985)
Berry, Joy Wilt. *The Survival Series for Kids: What to Do When Your Mom or Dad Says...Get Good Grades* and *Be Good.* (Social Studies School Service, Living Skills Press, ©1981-1983)
Beskow, Elsa. *Pelle's New Suit.* (Harper & Row)
Bingham, Mindy. *Minou.* (Advocacy Press, ©1987)
Freed, Alvyn and Margaret Freed. *T.A. for Tots: and other Prinzes.* Vol. I and II. (Opportunities for Learning)
Gazda, George M. et al. *Real Talk: Exercises in Friendship and Helping Skills.* (Social Studies School Service, Humanics Limited, ©1981)
Jasinek, Doris and Pamela Bell Ryan. *A Family is a Circle of People Who Love You.* (Comp Care Publishers)
Lee, Nancy and Linda Oldham. *Hands On Heritage.* (Social Studies School Service, Hands On Publications)
Lenett, Robin and Dana Barthelme. *It's O.K. to Say No!* (Restauration Books)
O'Neill, Mary. *Hailstones and Halibut Bones: Adventures in Color.* (Doubleday, ©1961)

CASSETTES

Self-Esteem Development: That Special Person Is Me. (Opportunities for Learning)
Self-Esteem Development: I Have The Power. (Opportunities for Learning)

GAMES

Can of Squirms. (Opportunities for Learning)
Join. (Social Studies School Service, Creative Learning Systems)

PUBLISHERS/WHOLESALERS

Advocacy Press
P.O. Box 236
Santa Barbara, CA 93201

Chronicle Guidance Publications, Inc.
Aurora Street
P.O. Box 1190
Moravia, NY 13118-1190

Comp Care Publishers
2415 Annapolis Lane
Minneapolis, MN 55441

Doubleday & Co., Inc.
666 Fifth Avenue
New York, NY 10103

Harper & Row
10 E. 53rd Street
New York, NY 10022

Opportunities for Learning, Inc.
20417 Nordhoff Street
Dept. 9H
Chatsworth, CA 91311

Restauration Books
150 S. Glenoaks Blvd.
Suite 9176
Burbank, CA 91510

Social Studies School Service
P.O. Box 802
Culver City, CA 90232-0802

Developmental Guidance Classroom Activities

for use with the

National Career Development Guidelines

Grades 4-6

Edited by
Judith A. Rogala
Roger Lambert
Kim Verhage

CENTER ON EDUCATION AND WORK
University of Wisconsin-Madison
School of Education
964 Educational Sciences Building
1025 W. Johnson Street
Madison, Wisconsin 53706-1796

PHONE: (800) 446-0399 or (608) 263-2929
FAX: (608) 262-9197
WEB SITE: http://www.cew.wisc.edu
E-MAIL: cewmail@cew.soemadison.wisc.edu

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MATCHING INTERESTS TO CAREERS

OBJECTIVE
Students will relate hobbies and talents to prospective careers.

MATERIALS
- paper
- pencil or pen

ACTIVITY
1. Ask students to list their hobbies.
2. Have students list the two subjects they like best, and also the two subjects they are best in.
3. Have each student list an occupation related to each chosen hobby.
4. Have students list an occupation related to subjects they are the best in and like the most.
5. Have students compare the careers related to their hobbies to careers related to favorite subjects.
6. Have students discuss the outcomes of their choices.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
6.3: Identify work activities of interest to the student.
6.4: Describe the relationship of beliefs, attitudes, interests and abilities to occupations.
12.2: Describe skills needed in a variety of occupational groups.

EVALUATION
Students compared their interests and abilities to career choices.

RESOURCES
Occupations Digest. Children's Dictionary of Occupations. (VSC)

Why We Work. (Filmstrip)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	
Career Planning	•

WE ALL NEED SCHOOL SKILLS

OBJECTIVE
Students will identify academic skills used in occupations.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Go around class, giving each student a chance to tell about one worker in his or her family. (What job does the worker do? What school skills must he or she have to do the job?)
2. Point out to students that the academic skills they are learning right now are necessary for functioning in the adult and working world. (Can anyone think of jobs that both men and women can hold?)
3. Have students discuss academic skills they are learning and how they can be used in the jobs they discussed.
4. Have students discuss the positions held by men and those by women and whether or not they could be interchanged.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
4.3: Identify academic skills needed in several occupational groups.
4.6: Describe school tasks that are similar to skills essential for job success.
12.2: Describe skills needed in a variety of occupational groups.

EVALUATION
Students identified workers in their families and the skills they need for their jobs.

RESOURCES
Career Activity Books. *The Career Workbook.* (Activity Book)

Career Classroom Activities. (VSC)

Gahris, Cindi. *Career Education: Good Apple.* (Activity Book)

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Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	•
Career Planning	•

MATHEMATICS, CAREERS AND LIFESTYLES

OBJECTIVE
Students will examine relationships between careers and lifestyles.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Have students research career clusters related to mathematics.
2. After selecting a career cluster related to mathematics, ask students to choose three jobs within that cluster.
3. Have students identify the lifestyle that goes with each of the jobs they have selected.
4. Have students discuss how career choices can influence lifestyle.
5. Ask students to share with the class one of their selected careers and how it relates to opportunities available in the 1990s. Explain geographical location of the job, travel required with the job, income range, education required, etc.
6. Have students discuss advantages and disadvantages of the jobs selected and whether they would still be interested in that job.

COMMENTS
Students may like to display the information about these jobs on a bulletin board in their classroom. Resource people working in jobs identified by the students may be invited to explain the lifestyles connected with their jobs.

PERFORMANCE INDICATORS
The elementary student will be able to:
4.3: Identify academic skills needed in several occupational groups.
4.7: Describe how the amount of education needed for different occupational levels varies.
5.1: Identify different types of work, both paid and unpaid.

EVALUATION
Students will have selected three jobs related to math within a career cluster and determined the lifestyles of those careers. From these three, they will have selected one on which to report to the class.

RESOURCES
Occupations Digest, Children's Dictionary of Occupations. (VSC)

Ourth, John and Kathie Tamarri. *Career Caravan.* (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	
Math	•
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	•

INTERESTS RELATED TO CAREER SELECTIONS

OBJECTIVE
Students will discuss how personal interests are important considerations when choosing a career.

MATERIALS
- "Career Values" activity sheet (on the following page)
- chalkboard
- chalk

ACTIVITY
1. On the chalkboard, make three columns — headed by People, Data and Things. Discuss how being aware of your interests and values will help you choose a career in which you will be happy and successful. Do you like working with people, data or things?
2. Under each column ask students to write a career title that deals primarily with that heading.

People	Data	Things
Clergy	Brokers	Mechanics
Nurses	Engineers	Architects
Salespeople	Accountants	Computer Technicians
Teachers	Tax Assessors	Pilots
Dancers	Payroll Banker	Truck Drivers
Mayors	Builders	Crane Operators

3. Have students check the requirements on the Career Values activity sheet that they think are necessary for them to be happy and successful in a career.
4. Have students discuss their responses from the activity sheet.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
6.2: Identify occupations according to data, people and things.

EVALUATION
Students will have identified a variety of careers and categorized them under people, data or things. They will have completed the Career Values activity sheet identifying those items they feel are necessary to be happy and successful in a career.

RESOURCES
Why We Work. (Filmstrip)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Exploration	
Achievement	
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	•

CAREER VALUES

Directions: Check those items that you think are necessary for you to be happy and successful in a career.

___ Help Society: Help improve the world.

___ Help Others: Be involved in helping other people in a direct way, either individually or in a small group.

___ Public Contact: Have daily contact with people.

___ Work with Others: Have close working relationships with a group and/or work as a team toward common goals.

___ Friendships: Develop close personal relationships with people as a result of work activities.

___ Competition: Engage in activities with clear win-or-lose outcomes and/or compete against others.

___ Make Decisions: Have the power to decide courses of action, policies, etc.

___ Recognition: Be recognized for quality of work in some visible or public way.

___ Excitement: Experience a high degree of (or frequent) excitement in the course of routine work.

___ Adventure: Have work duties which involve frequent risk-taking.

___ Profit, Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.

___ Independence: Be able to determine the nature of my work without significant direction from others.

___ Location: Find a place to live (town, geographical area) which is conducive to lifestyle.

___ Time Freedom: Have work responsibilities which I can work at according to my own schedule — no specific working hours required.

WHY DO PEOPLE WORK?

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	•
Responsibility	
Needs of Society	•

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	•
Career Planning	

OBJECTIVE
Students will compare ideas of why people work.

MATERIALS
- chalkboard
- chalk
- markers

ACTIVITY
1. Have students brainstorm and list on the chalkboard reasons why people work.
2. Have students list in order of importance five reasons that they believe are reasons why people work.
3. Have students break into small groups and discuss how they came to select their choices.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
8.1: Describe how work can satisfy personal needs.
8.3: Describe ways in which work can help overcome social and economic problems.
10.4: Describe how work roles complement family roles.
11.1: Describe how work is important to all people.

EVALUATION
Students will have identified reasons why people work, selected those they believe are the top five in importance and discussed these choices with the class.

RESOURCES
Career Classroom Activities. (VSC)

Why We Work. (Filmstrip)

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WORKERS IN THE SCHOOL

APP E6

OBJECTIVE
Students will recognize characteristics that various categories of school workers have in common.

MATERIALS
- chalkboard
- chalk

ACTIVITY
1. Have students make a list of different jobs in the school.
2. Discuss the school as a work setting.
3. Discuss characteristics of school workers (e.g., skills, attitudes, etc.).
4. Discuss similarities of characteristics of school workers.
5. Discuss how the work setting changes a job (e.g., food service in school or in a restaurant, teaching in school or in a business).
6. Discuss how work for men and women is similar or different within the school.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
6.1: Describe work of family members, school personnel and community workers.

EVALUATION
Students will have listed jobs within their school and discussed the similarities and differences in work characteristics related to these workers.

RESOURCES
Jobs for the '90s. (Filmstrip)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	
Growth & Change	

Exploration	
Achievement	
Work and Learning	•
Career Information	•
Responsibility	•
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	•
Career Planning	•

DECISIONS! DECISIONS!

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will develop decision-making skills.

MATERIALS
- "Decisions! Decisions!" activity sheet (on the following page)
- pencil or pen

ACTIVITY
1. Discuss with students the following steps in arriving at an "IDEAL" decision:
   - I = Identify the situation
   - D = Describe everything that can be done
   - E = Evaluate what might happen
   - A = Act out a plan
   - L = Learn from your decision
2. Ask students to complete the "Decisions! Decisions!" handout.
3. Discuss how students are responsible for making their own decisions.

COMMENTS
Students could discuss some of their decisions from the activity sheet and what they could have done differently if they thought it was a bad choice.

PERFORMANCE INDICATORS
The elementary student will be able to:
9.2: Describe what can be leaned from making mistakes.
9.4: Identify strategies used in solving problems.

EVALUATION
Students examined their decision-making skills and discussed how they are responsible for their decisions.

RESOURCES
Decision Making For Success In Life Series. (Activity Book)

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DECISIONS! DECISIONS!

1. In Column 1, list three situations in which you had to make a choice today.
2. In Column 2, describe what choices you made.
3. In Column 3, give the reasons for your choices.
4. In Column 4, tell whether you think you made the right choices. Explain why.

Situation 1	Choice Made 2	Reason 3	Evaluation 4

Optional: Think ahead to a decision you may need to make tomorrow. Write a paragraph about how you think you can best handle the decision.

HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

OBJECTIVE
Students will identify good study habits.

MATERIALS
- "How To Improve Your Study Habits and Grades" activity sheet (on the following page)

ACTIVITY
1. Have students discuss why it is important to organize time (leisure and study).
2. Explain and discuss "How To Improve Your Study Habits and Grades" activity sheet.
3. Have students discuss the handout, including whether or not they think these ideas would be useful to them.
4. Have students discuss their weak and strong areas of study and ways to improve their weak areas.

COMMENTS
Students should demonstrate their study habits at school and home.

PERFORMANCE INDICATORS
The elementary student will be able to:
4.5: Implement a plan of action for improving academic skills.
5.4: Demonstrate an understanding of the importance of practice, effort, and learning.

EVALUATION
Students explored their study habits and ways to improve them.

RESOURCES
Big Book of Study Skills. (Activity Book)

Developing Good Work and Study Habits. (Filmstrip)

Gall, Meredith and Joyce Gall. *Study For Success.* (Book)

Learning To Learn. (Filmstrip)

Where There's A Will There's An "A." (Video Cassettes)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	•
Health/Science	•
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

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HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

At School:

1. Listen carefully to be sure you understand all assignments.
2. Write down in one place all your assignments and their due dates.
3. Do assignments when they are given. Don't fall behind. Use your school study time wisely.
4. For long-term assignments, do a little each day. Don't wait until the last minute.
5. Ask the teacher for help if you don't understand the work.
6. Join in class discussions. They will increase your knowledge.
7. If you miss a class or assignment, check with your teachers immediately upon your return to find out what you missed.

At Home:

1. Set a regular time to study. Schedule this around your other activities, but stick to the chosen time.
2. Pick a quiet place, free from distractions, in which to study.
3. Organize all the materials you will need before you begin.
4. Do the hardest work first and save the easier work for later.
5. Have a calendar at your study area. Mark the due dates for tests, projects, reports and research. Remember to look at your calendar daily and plan accordingly.

YOUR WORK SHOULD SHOW IMPROVEMENT.
GOOD LUCK!

HOW TO LISTEN

OBJECTIVE
Students will identify appropriate ways of listening.

MATERIALS
- "How To Listen" activity sheet (on the following page)

ACTIVITY
1. Discuss why it is important to listen (to become well informed, to save time, to respect others).
2. Discuss "How to Listen" worksheet.
3. Ask two students to face each other. When the teacher/counselor says "begin," both will begin talking—one will recite the Pledge of Allegiance while the other will discuss a topic of interest to him or her.
4. Discuss with the class what they observed in the role-play activity.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
4.5: Implement a plan of action for improving academic skills.

EVALUATION
Students explored reasons and methods for effective listening through discussion and role playing.

RESOURCES
Communicating To Make Friends. (Activity Book)

Schrank, Jeffrey. *Effective Communication.* (Cassettes)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Educational	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	•
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

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HOW TO LISTEN

Now is the time to learn to listen. Each year as you progress in school, you will be given more and more orally communicated information which you must remember.

Never forget, everyone knows something that you don't know. Very few, perhaps none, of the people you know will ever put their information into a book for you to read. Their information will never come to you if you won't or can't listen.

Here are a few suggestions for better listening.

1. Be prepared to listen when the speaker begins. Usually the main idea comes at the beginning; if you miss it, you may not understand anything that follows.

2. Watch the speaker. If you are trying to watch television or a classmate making paper boats, or the formation of clouds, you cannot give your full attention to the speaker.

3. Try to listen for directions. If you don't listen properly, you may lose a lot of time doing ten problems instead of the tenth problem.

4. Be sure to take notes. It is impossible to take notes without listening. By forcing yourself to take notes, you will train yourself to listen at the same time.

5. Don't let yourself wander down side paths with your thinking. How often have you blushed in class when you found out the question you asked had been answered a few minutes before and you had not heard it?

6. Try to listen thoughtfully and with understanding. If you don't understand the point the speaker is trying to get across, ask questions. Sometimes these questions will have to wait until the speaker is finished. In that case, take notes so you can ask and intelligent and appropriate questions.

Write as many facts as you can remember from the most recent lesson your teacher gave you:

_____

_____

_____

_____

_____

_____

_____

_____

_____

RATING CHART FOR STUDY HABITS

OBJECTIVE
Students will evaluate personal study habits.

MATERIALS
- "Self-Rating Chart For Your Study Habits" activity sheet (on the following page)
- pencil or pen

ACTIVITY
1. Distribute rating chart and have students complete it.
2. Have each student tally results and explain ratings to the students.
3. Have students form groups and discuss each question and their rating.
4. Have students discuss ways to help improve their score.
5. Review evaluations with individual students for additional feedback.

COMMENTS
Administer the rating chart at the beginning of a unit and at the conclusion of at least four units of studying. Discuss any changes that have occured.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.
5.4: Demonstrate an understanding of the importance of practice, effort, and learning.

EVALUATION
Students evaluated their study habits and discussed their results.

RESOURCES
Developing Good Work and Study Habits. (Filmstrip)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	•
Health/Science	•
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	•

Exploration	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

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SELF-RATING CHART FOR YOUR STUDY HABITS

Read each of the following questions carefully and put an "x" in the column that describes yourself.

	Almost Always	Sometimes	Very Seldom
1. Do you make a schedule of your study time?			
2. Do you follow it?			
3. Do you write down each day's assignments?			
4. Do you review the last lesson before you start the next?			
5. Do you begin your work at once without wasting time?			
6. Do you do your homework before watching T.V. or participating in social activities?			
7. Do you stick to each lesson until it is finished?			
8. Do you keep your mind constantly on your work without daydreaming?			
9. Do you read difficult parts of your lessons a second time?			
10. Do you make written outlines or take written notes when you read your lessons?			
11. Do you complete every assignment?			
12. Do you look up all new words in a dictionary or glossary?			
13. Do you study in a quiet place at home?			
Total			

Scoring:
For each "x" in the Almost Always column, give yourself 10 points.
For each "x" in the Sometimes column, give yourself 5 points.
For each "x" in the Very Seldom column, give yourself 0 points.

110 - 130 = Good study habits. Keep up the good work!
90 - 105 = Satisfactory study habits. Try to improve specific areas of weakness.
Below 90 = Poor study habits. Seek help from others to prepare a plan for improvement.

GOAL FOR MYSELF

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	•
Health/Science	•
Social Studies	•
Art/Music	•
Library Skills	•

Self-Knowledge	
Self-Concept	•
Interaction Skills	
Growth & Change	

Explorations	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	•

OBJECTIVE
Students will recognize the importance of goal setting in using time and energy effectively.

MATERIALS
- "Goal For Myself" activity sheet (on the following page)
- pencil or pen

ACTIVITY
1. Have students discuss the concept of goals. Look up dictionary definitions.
2. Discuss the following questions:
   a. What does the word "goal" mean to you?
   b. Can you think of any games you play that have goals?
   c. What do you have to do to reach those goals?
   d. Have you ever set a goal for yourself outside of a game — like a goal to get certain work done?
   e. What are some situations in which you might set a goal (e.g., school tasks, home chores)?
   f. We often use the word "obstacle" to refer to these things that keep us from reaching a goal. What are some of the obstacles you must overcome to get to bed on time or to get your homework done?
3. Ask the students to think of a skill they would like to work on.
4. Have them set a goal for accomplishing that skill and fill out the activity sheet on the following page.
5. Have students discuss the goal they selected. Is it realistic and achievable and in what length of time?

COMMENTS
Find a student who would volunteer to help another to reach his or her goal with encouragement, support, notes, actual assistance, etc.

PERFORMANCE INDICATORS
The elementary student will be able to:
5.4: Demonstrate an understanding of the importance of practice, effort and learning.

EVALUATION
Students will have identified and discussed different kinds of goals and set a goal to improve a skill for themselves.

RESOURCES
Attitudes and Values Reproducible Activities. *Goal Getters.* (Activity Book)

Circles and Square Pegs. (Activity Book)

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GOAL FOR MYSELF

WORKING COPY:

The goal I would like to reach this week is:

_____

(Examples: reading a book, doing a certain number of math problems, writing a two-page story, finishing a science project)

I will work on the goal:

_____

(Examples: everyday from 2:00 to 3:00 p.m., every other day, all day Wednesday)

The obstacles which might get in my way are:

_____

(Examples: listening to other kids talk, not organizing my time well, not liking to read, getting stuck on a word or problem)

If I get stuck or need help, I will:

_____

On Friday I will share with my classmates whether or not I reached my goal.

FINAL COPY:

The goal I would like to reach this week is:

_____

I will work on the goal:

_____

The obstacles which might get in my way are:

_____

If I get stuck or need help, I will:

_____

On Friday I will share with my classmates whether or not I reached my goal.

LEARNING STYLE SURVEY

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	•
Health/Science	•
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	•
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will recognize that people differ in the ways they learn best.

MATERIALS
- "Learning Style Survey" (on the following pages)
- pencil or pen

ACTIVITY
1. Tell the students that they are going to participate in an activity that will encourage them to think about themselves and ways they may differ from others.
2. Explain that everyone may differ in the way they learn best but that no one way is better than another.
3. Stress that there are no right or wrong answers for this exercise.
4. Have students complete the Learning Style Survey by ranking the activities in each category.
5. The leader/teacher may wish to spend some time explaining the ranking process if this kind of procedure is unfamiliar to the students.
6. When all Learning Style Surveys have been completed, students may choose to volunteer their responses in a class discussion.

COMMENTS
This activity is also excellent for acquainting the teacher with the learning styles of individual students. The teacher can use ranked preferences to see if a pattern emerges.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.1: Describe positive characteristics about self as seen by self and others.
1.2: Identify how behaviors affect school and family situations.
1.5: Identify personal interests, abilities, strengths and weaknesses.

EVALUATION
Students will have completed a learning style survey and discussed their preferences in learning styles.

RESOURCES
Dunn, Rita and Kenneth Dunn. *Educator's Self-Teaching Guide to Individualizing Instructional Programs.* (Assessment Instrument)

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LEARNING STYLE SURVEY

For each question, put in the sequence that is most appropriate for you. (Number 1 for the response you feel most strongly about, Number 2 for the next response you feel most strongly about, and so on.)

1. I like my lessons when they:

____ are easy

____ are fun

____ are hard

____ make me think

2. I like to work best:

____ alone

____ with one friend

____ with the teacher's help

____ in a small group

____ in one big group

3. When studying, I find it hard to:

____ understand the opinions of others

____ express my own opinion in writing

____ do written work

____ make charts or do projects

____ understand the pictures, slides, films

____ learn new words

____ express my thoughts out loud

4. Which do you enjoy doing the most?

____ reading

____ drawing or making things

____ watching films or filmstrips

____ listening to my lessons on tape

____ doing worksheets

____ writing the answers to questions

____ listening to the teacher all period

____ asking questions

____ working in a small group

____ working with one friend

____ working in a large group

____ working alone

____ working only with the teacher

____ talking about ideas in class

____ listening to other students share their ideas

____ reviewing past lessons

5. I learn the most from:

____ reading

____ doing projects with others

____ watching films and slides

____ listening to the ideas of my classmates

____ asking questions

____ listening to the teacher explain things

____ taking part in small group discussions

____ writing answers to questions

6. I like it best when:

____ a few boys and girls do most of the the talking

____ the teacher does most of the talking

____ when we all get to talk if we want to

7. Sometimes I wish:

____ we could learn lessons more slowly

____ we could learn lessons more quickly

____ neither, current pace is just right

8. I do well in school when I:

____ read

____ memorize all the facts in the book

____ am able to think of a lot of good examples

____ take part in class discussions

____ write

____ try to be as quiet as possible

____ write the answers to questions

____ have my own opinion

____ agree with the teacher

9. Sometimes I feel:

____ smart

____ dumb

____ mixed-up or confused

____ scared

____ important

____ unimportant

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WE ALL HAVE CHOICES

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Concept	•
Interaction Skills	•
Growth & Change	•

Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will examine alternative ways of expressing feelings.

MATERIALS
- "How Should I Respond?" activity sheet (on the following page)
- pencil or pen

ACTIVITY
1. Have students complete the "How Should I Respond?" activity sheet.
2. Discuss the students' responses to the activity sheet.
3. Discuss reactions to situations that indicate feelings (both positive and negative).
4. Discuss consequences of different responses to the same situation. (Go through each situation.)
5. Discuss how the way we respond is our choice and that by that choice we also choose the consequences.

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
2.2: Demonstrate effective skills for interacting with others.
2.3: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION
Students will have discussed different responses, the consequences of each response and how we choose our response with the ensuing consequences.

RESOURCES
Attitudes and Values Reproducible Activities. *Dealing With Feelings.* (Reproducible Book)

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HOW SHOULD I RESPOND?

DIRECTIONS: The following sentences provide possible ways of reacting to a situation. Think of possible responses to the situation. Choose the alternative you think is best and consider what the consequences of the choice might be.

1. Another student calls you dumb.
   You should:
   A. Say "I'm smarter than you."
   B. Ignore the person.
   C. Plan to get even with the person.
   D. Or_____.

2. Your teacher said you were doing much better at your school work.
   You should:
   A. Smile.
   B. Feel embarrassed.
   C. Or_____.

3. You find out that your little brother left your tape player on and the batteries are dead.
   You could:
   A. Say nothing and decide to put your things away in the future.
   B. Tear up something of his.
   C. Tell your mother what a brat he is.
   D. Or_____.

4. Your best friend is invited to a party and you weren't invited.
   You could:
   A. Say "I didn't want to go anyway."
   B. Tell her or him you'll be mad if he or she goes when you can't.
   C. Ask if you can go too.
   D. Or_____.

MAKING PERSONAL DECISIONS

APP E

OBJECTIVE
Students will identify examples of personal decisions.

MATERIALS
No materials are needed for this activity.

ACTIVITY
1. Discuss the meaning of decisions and consequences.
2. Have students give an example of a personal decision they have made recently.
3. Have students discuss why they made the decision the way they did.
4. Have students identify some alternatives to the decision and what might have been the consequences of those alternatives.
5. Create a level of awareness within the discussion as to the importance of personal attitudes and values and how they affect an individual's decisions.
6. Divide students into groups of four to five and have them engage in a decision-making discussion on a current concern. (It may be a personal, school, community, state or national concern.)

COMMENTS

PERFORMANCE INDICATORS
The elementary student will be able to:
9.7: Describe how decisions affect self and others.

EVALUATION
Students will have related an example of a recent personal decision and identified other choices they had and what those outcomes may have been.

RESOURCES
Attitudes and Values Spirit Masters. *Decision Making.* (Activity Book)

Draze, Dianne. *Options: A Guide For Creative Decision Making.* (Activity Book)

Making Decisions: You Can Learn How. (Filmstrip)

Quest from Chronicle Guidance Publisher. (Assessment Instrument)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

RULES: WHO NEEDS THEM?

OBJECTIVE
Students will examine the need for rules and laws.

MATERIALS
- paper
- pencils
- "Rules: Who Needs Them?" discussion questions

ACTIVITY
1. Have students sit in pairs with one sheet of paper and two pencils.
2. Have students draw two vertical lines on their paper.
3. When finished, tell the students they are to begin at the signal and the first pair finished wins the game.
4. Give the signal to begin. (Students will realize they do not have the necessary information to proceed.)
5. Have students discuss the need for laws and rules. (Provide reinforcement for students who follow group discussion rules. Encourage listening and accepting other opinions.)
6. Have students respond to the list of questions on the following page to guide the discussion.
7. Conclude the activity by asking students why it is important to follow rules and obey laws.

COMMENTS
Some questions may require additional research and could be discussed in greater detail at another time.

PERFORMANCE INDICATORS
The elementary student will be able to:
2.4: Demonstrate group membership skills.
7.1: Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.

EVALUATION
Students will have identified several reasons why we need rules and laws at home, school and in the community.

RESOURCES
Attitudes and Values Spirit Masters. *Values Spirit Masters.* (Activity Book)

Berry, Joy Wilt. *The Survival Series for Kids: What To Do When Your Mom or Dad Says...Don't Hang Around With The Wrong Crowd.* (Book Series)

What Would You Do? (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	•
Needs of Society	

Career Planning	
Decision Making	
Life Roles	
Occupational Roles	
Career Planning	

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RULES: WHO NEEDS THEM?

Discussion Questions

1. Why weren't you able to play the game?
2. At what other times do we need rules and laws?
3. List some of the rules we have in school, at home and in the community.
4. What happens when a person breaks a rule at school? At home? In the community?
5. Who makes the rules at school? At home? In the community?
6. How do you show respect for authority?
7. Give examples of a time when it would be all right to break a rule or law.
8. Tell why you think a person might take something from a store without paying for it.
9. What are the laws regarding shoplifting in our community?
10. What happens to shoplifters?
11. What are the laws about school attendance?
12. What happens to students who cut class?
13. What do you think is the most important rule we have in school? Give reasons for your choice.
14. What is the most important rule in your home?
15. What is the most important law in our community? Give reasons for your choice.

WHAT DO I KNOW ABOUT MYSELF?

OBJECTIVE
Students will examine self through a self-appraisal questionnaire.

MATERIALS
- "Self-Appraisal Worksheet" (on the following pages)
- pencil or pen

ACTIVITY
1. Have students fill out the "Self-Appraisal Worksheet."
2. Have students discuss the worksheet.
3. Have students discuss their goals for junior high school.
4. Have students identify things they can do to prepare themselves for junior high.

COMMENTS
Worksheet should be kept in student folder. This activity can be repeated at a later date to evaluate progress.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.
3.2: Identify ways to express feelings.

EVALUATION
Students will have completed the "Self-Appraisal Worksheet," shared their answers and discussed their goals for junior high school. They will have identified ways to prepare for junior high.

RESOURCES
Attitudes and Values Reproducible Activities. *Goal Getters.* (Activity Book)

Circles and Square Pegs. (Activity Book)

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

SELF-APPRAISAL WORKSHEET

Name: _____ Date: _____

I feel most independent when _____

I feel best about myself when _____

_____

I can solve my own problems best when _____

_____

I would most like to improve _____

_____ about myself.

My good habits are _____

Habits I would like to change are _____

_____

In my free time, I like best to _____

_____

My favorite books this year are _____

_____

My favorite TV programs are _____

_____

I like to talk to my friends about _____

My career goal is to become a _____

_____

I cooperate best with others when _____

I get angry when _____

I like to be by myself when _____

I feel I can be honest when _____

The school subjects I like best are _____

_____

I feel the subjects I don't do as well as I could in are _____

_____

The subjects I don't like are _____

I would like to learn more about _____

My goals for intermediate school are _____

_____

I think the most important thing in my life is _____

_____

PERSONAL TIME PIE

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	

Exploration	
Achievement	•
Work and Learning	•
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	
Life Roles	•
Occupational Roles	
Career Planning	

OBJECTIVE
Students will describe how their time is spent during one day.

MATERIALS
- "Categories of Activities" activity sheet (on the following page)
- pencil or pen

ACTIVITY
1. Have students estimate the number of hours or parts of an hour in a typical day they spend in the suggested categories on the following activity sheet.
2. Have students make a pie graph using their responses to the category questions.
3. Have students discuss in groups the relationship between the amount of time spent on an item of interest and success in that activity. Also, talk about areas in which students have been unsuccessful. These areas could include low interest areas or areas in which skills were not developed.

COMMENTS
Students could compare their graphs with each other.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.5: Identify personal interests, abilities, strengths and weaknesses.

EVALUATION
Students will have constructed a pie chart showing the amount of time they spend on certain activities and discussed any relationships between time spent and success attained.

RESOURCES
Attitudes and Values Reproducible Activities. *The Month-To-Month Me.* (Reproducible Book)

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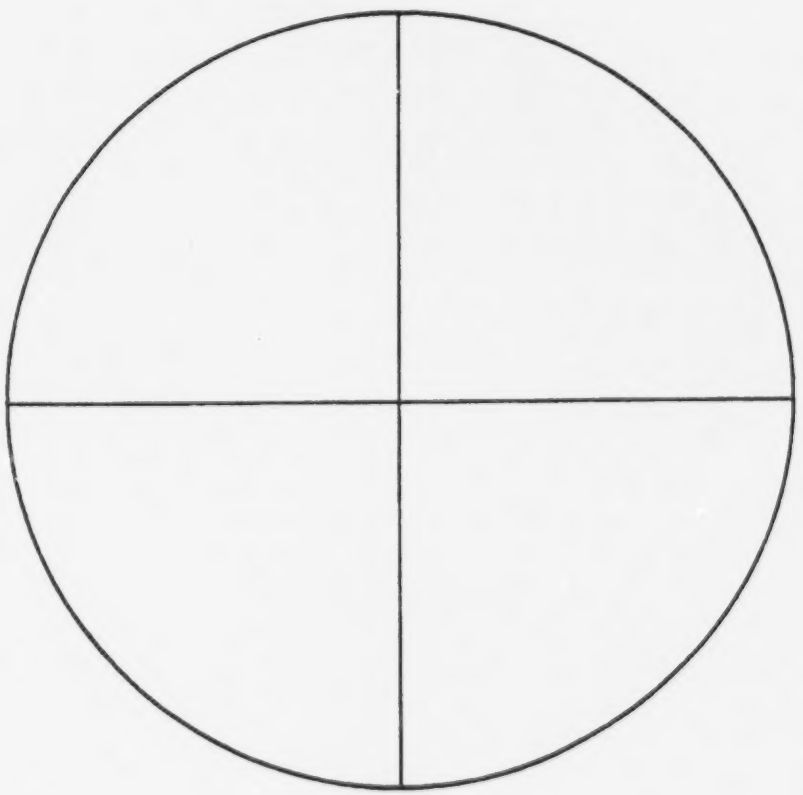
CATEGORIES OF ACTIVITIES

Estimate how many hours or parts of an hour you spend on each of the following areas during a typical school day. Your estimates will not be exact, but they should add up to 24 hours. Make a pie chart using the circle at the bottom of this page.

How many hours do you spend:

sleeping
at school
working (at a paying job)
watching television
doing household chores
eating
doing homework
playing (games, sports, etc.)
reading
miscellaneous activities



POSITIVE ROLE MODELS

Grade						
K	1	2	3	4	5	6

Curriculum Area	
Lang. Arts/Reading	•
Math	
Health/Science	
Social Studies	•
Art/Music	
Library Skills	

Self-Knowledge	
Self-Concept	•
Interaction Skills	•
Growth & Change	•

Exploration	
Achievement	
Work and Learning	
Career Information	
Responsibility	
Needs of Society	

Career Planning	
Decision Making	•
Life Roles	
Occupational Roles	
Career Planning	

OBJECTIVE
Students will identify positive role models who have chosen healthy, productive lifestyles.

MATERIALS
- paper
- pencil or pen
- chalk
- chalkboard

ACTIVITY
1. Discuss what a role model is.
2. Discuss people who win our admiration and respect and become our role models.
3. Brainstorm a list of people the class members admire.
4. Divide the class into pairs and have the students interview each other about the role model of their choice.
5. Share the results in a conversation circle.

COMMENTS
Have students identify reasons they admire these people — qualities and characteristics they possess, positions they hold, etc.

PERFORMANCE INDICATORS
The elementary student will be able to:
1.3: Describe how behavior influences the feelings and actions of others.

EVALUATION
Students will have defined "role model" and identified some individuals who for them represent this description.

RESOURCES
What Would You Do? (Activity Book)

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Additional Resources

The following resources provide additional information and activity ideas for use in your classroom. They are referred to on the activity pages throughout this book. The publisher or wholesaler that distributes each resource is listed in parentheses after each entry. You can find out more about the resources by contacting the companies at the addresses listed at the end of this section.

VSC

The following resources can be obtained through the Vocational Studies Center. For more information, contact VSC at the University of Wisconsin — Madison, School of Education, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706 or call 1-608-263-2929 and ask for VSC Publications.

Career Classroom Activities. Teacher resource material containing photoready copies of lesson plans, worksheets and activity sheets based on the Wisconsin Developmental Guidance Model.

Career Exploration Workbook. Student workbook containing exercises and activities to help students develop career awareness.

Children's Dictionary of Occupations. Illustrated reference that introduces students to work and the variety of jobs available.

Occupations Digest. Written at the fifth grade level, this digest includes occupational descriptions, worker likes/dislikes, starting salaries and general outlook information.

ACTIVITY/REPRODUCIBLE BOOKS

Attitudes and Values Spirit Masters. *Me, Myself and I, All About Me, Decision Making* and *Values Spirit Masters.* (Opportunities for Learning)

Attitudes and Values Reproducible Activities. *Dealing With Feelings, Goal Getters* and *The Month-to-Month Me.* (Opportunities for Learning)

Big Book of Study Skills Reproducibles. (Opportunities for Learning)

Career Activity Books. *The Career Workbook.* (Opportunities for Learning)

Circles and Square Pegs. (Opportunities for Learning)

Communicating to Make Friends. (Opportunities for Learning)

Decision Making for Success in Life Series. *Personal Skills, Social Skills* and *Survival Skills.* (Social Studies School Service, Educational Insights, ©1985)

Draze, Dianne. *Options: A Guide for Creative Decision Making.* (Social Studies School Service, Dandy Lion, ©1982)

Eddy, Arlene and Vera Gierman. *Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.* (Social Studies School Service, Educational Service, Inc.)

Farnette, Cherrie et al. *At Least A Thousand Things To Do: A Career-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie et al. *I've Got Me and I'm Glad: A Self-Awareness Activity Book.* (Social Studies School Service, Incentive Publications)

Farnette, Cherrie et al. *People Need Each Other.* (Social Studies School Service, Incentive Publications)

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Follow Directions Carefully. (Opportunities for Learning)

Funes, Marilyn and Alan Lazurus. *Popular Careers.* (Social Studies School Service, Learning Well, ©1983)

Gahris, Cindi. *Career Education.* (Social Studies School Service, Good Apple, ©1983)

Games Children Should Play. (Opportunities for Learning)

Griswold, Vera Jo and Judith Starke. *Multi-Cultural Art Projects.* (Social Studies School Service, Good Apple, ©1982)

Hastings, Jill M. and Marion Typpo. *An Elephant in the Living Room.* (Social Studies School Service, Compcare, ©1984)

Jackson, Alice. *Learning Units in Careers.* (Social Studies School Service, Instructo/McGraw-Hill)

Learning to Think and Choose. (Opportunities for Learning)

Lipson, Greta and Jane A. Romatowski. *Ethnic Pride.* (Social Studies School Service, Good Apple, ©1982)

Ourth, John and Kathie Tamarri. *Career Caravan.* (Social Studies School Service, Good Apple)

Science Activity Packs. *Plants & Animals.* (Opportunities for Learning)

Self-Concept Series. *Choosing and Cooperating.* (Social Studies School Service, Good Apple, ©1981-1985)

What Would You Do? (Social Studies School Service, Educational Impressions, ©1987)

You + Me = Us. (Opportunities for Learning)

ASSESSMENT INSTRUMENTS

Dunn, Rita and Kenneth Dunn. *Educator's Self-Teaching Guide to Individualizing Instructional Programs.* (Parker Publishing Company, Inc., ©1975)

Quest. (Chronicle Guidance Publications, Inc.)

BOOKS/BOOK SERIES

Aycox, Frank. *Games We Should Play In School.* (Social Studies School Service, Front Row Experience, ©1985)

Bennett, William. *What Works — Schools Without Drugs.* (U.S. Department of Education)

Berry, Joy Wilt. *The Survival Series for Kids: What to Do When Your Mom or Dad Says... Don't Hang Around With the Wrong Crowd.* (Social Studies School Service, Living Skills Press, ©1981-1983)

Changing Years Series. *My Journal of Personal Growth, My Relationships With Others, My Changing Body* and *My Choices and Decisions.* (Opportunities for Learning)

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Moravia, NY 13118-1190

National Labor Market Resources
c/o Government Printing Office
517 East Wisconsin Avenue
Room 190
Milwaukee, WI 53202

Opportunities for Learning, Inc.
20417 Nordhoff St.
Dept. 9H
Chatsworth, CA 91311

Parker Publishing Company, Inc.
Rte 9W
Englewood Cliffs, NJ 07632

Social Studies School Service
P.O. Box 802
Culver City, CA 90232-0802

Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971

Activity 3.12 APP F1

Coping with Stress at School: Using Relaxation and Imagery

Level: Grades 4 to 12

Purpose: To help students learn better study techniques, relaxation techniques when anxious, and to be better-prepared and less anxious about taking tests, and so forth.

Materials: Have copies of "Muscle Relaxation" and the "Simple Form of Relaxing" handouts available for each student; newsprint, and felt tip pens.

Activity I: You might say: *A lot of people get nervous and feel anxious when they are about to take a test. What is anxiety?* (Let someone define this for the class.) *We tend to get anxious about tests from four concerns:* (Have these written on the board prior to beginning this activity.)

1. *Concerns about how others will view us if we do poorly.*
2. *Concerns arising from threats to our own self-image.*
3. *Concerns about future security.*
4. *Concerns about not being prepared.*

These concerns can trigger bodily reactions such as not being able to sleep or eat before a test. Also, test anxiety can disrupt your thoughts while taking a test so you can't concentrate well or you blank out what you've studied. Today we are going to do two activities that will help us relieve our test anxiety so we can do our best on the tests we need to take.

Next, divide the class into small groups. Tell each group to come up with four or five ways in which students can be better prepared for tests so that they will feel less anxious going into the test. Give them an example from the list and then move around the room from group to group helping them come up with ideas—ask them to brainstorm, to be creative! Have them write their answers on large newsprint (using felt tip pens) and tape them up on the wall. After five minutes, have each group explain their papers. The list of ways to be better prepared will most likely include some of the ideas below:

1. Make sure you know what kind of test you're taking (multiple choice, essay, etc.).
2. Take good, clear notes during class.
3. Make an outline of the chapters the test will cover.
4. Explain the information you need to know into a tape recorder using your own words. Play it back while you are getting ready for school, and so forth.
5. Begin studying earlier, not just the night before—stop procrastinating!
6. Take study breaks to exercise.
7. Mnemonic devices. (You may have to explain this one.)
8. Learn to relax.

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Activity II: You might say: *One of the most important ways to relieve test anxiety is by learning to relax. Relaxation can be achieved by using your imagination. We are going to try to use our imagination today to learn to relax.*

Ask the students to become comfortable in their chairs and to close their eyes. Tell them to listen carefully while you read (and to picture in their mind) what you are saying. However, ask them not to focus on your words, i.e., just hear what you say and not to concentrate on your words. Read the following, pausing several seconds between sentences giving students time to bring the images to mind.

> *Close your eyes, settle back in your chairs and imagine that you are in the cockpit of a spaceship preparing for take off. Take a slow, deep breath, inhaling through your nose as you imagine yourself breathing pure oxygen in the cockpit. Hold your breath for a moment and imagine the power you feel as the spaceship takes off. Exhale slowly as you relax knowing that your space flight has begun and visualize your lungs emptying out. Feel your chest and body relax as you sink deeper into your chair. Take another deep breath of the pure oxygen, inhaling through your nose and visualize your lungs filling up. Then exhale slowly. Now, let yourself breath normally and let the "air breathe you." Become aware of your body. Feel your feet and legs. Imagine them becoming very heavy as the force of gravity pushes you down. Imagine your back and shoulders, arms, hands and head becoming very heavy. The force of gravity has made them too heavy to lift. As your spaceship proceeds into space, imagine what it would be like to move into outer space. Imagine yourself drifting weightlessly. Imagine the deep, pure blue color of space all around you. Imagine how the earth looks far off in the distance, getting smaller and smaller as you relax more and more. Imagine stars and planets moving past you in the distance. Now, imagine yourself moving into a space of bright white light. You are approaching a star. As you draw closer, you are surrounded by its glow. Imagine feeling warm and comfortable as you relax in the glow of the star. If disturbing thoughts or feelings enter your mind as you enjoy the feeling of being surrounded by the warm bright light of the star, allow them to pass by you just as you imagine planets and stars passing you by on this voyage. Let these thoughts and feelings fade into the distance, leaving them behind you in the same way that you imagine a comet disappearing over the horizon. Now, slowly open your eyes.*

Closure: Have a few students share their experience with the class and use your best facilitative counseling skills —do not give untimely advice, do not interpret, and so forth. Then, tell the students: *You can use this technique yourself. You may want to create another image which may relax you, such as: imagine yourself horseback riding along the beach, water-skiing on a calm, beautiful lake, skiing down a frosted white mountain, floating in a boat in a calm lake, floating over the beach in a large blue bubble, and so forth. When should you use your imagination to relax?* (the night before the test, that morning before you go to school, a short imagery trip right before the test) *Sometimes it helps to imagine taking the test and doing well on it. That is, see yourself calm, confident and doing well!* Then, give each student a copy of the fantasy you just had them experience. You might say: *Today*

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we have discussed ways to be more relaxed and prepared for tests. We have come up with specific ways to study (refer to the lists on the wall) *and we have learned a way to relax through imagery.* Then, give the students the "Muscle Relaxation" and the "Simple Form of Relaxation" handouts. Suggest that before they take a test in the upcoming week that they try doing the "Muscular Relaxation" and the meditation exercise from the handouts.

Muscle Relaxation

Begin by finding a spot on a bed or chair and getting really comfortable. Tell yourself, "I am going to relax completely and let all my tension just float away."

1. Take a deep breath and hold it (count backwards from 5 to 0). Exhale slowly letting yourself become like a warm, wet rag-doll all over as you relax. Repeat to yourself.
2. Tense your right arm and hand and make a fist. For 20 seconds, keep the arm tense and every other body muscle relaxed. Breathe regularly and slowly. Then slowly, relax that right arm. Notice that it feels loose, limp, and heavy. Repeat the "tensing" for 20 seconds.
3. Do the same with the left arm. Notice how the tension flows out when you release it. Repeat the tensing for twenty seconds and relax. Spend a minute letting your whole body relax.
4. Focus attention next on your right leg. Tighten as many muscles as you can. Hold the tension making sure that all other muscles are relaxed and that you are continuing to breathe regularly. After 20 seconds, release the tension. Notice the relief as the tension flows away.
5. Repeat for the left leg.
6. Now tense your left arm and right leg. Keep all other muscles relaxed. Hold them for 20 seconds. Then relax. Let your whole body drift into deep, deep relaxation.
7. Now tense your right arm and left leg. Hold the tension. Be sure that you're breathing regularly and that all other muscles are relaxed. Release all tension and let relaxation flow in to take its place.
8. Now contract the muscles in your lower back and arch your back. Hold this tension for 20 seconds. Release the tension. Notice how relaxed your body feels.
9. Now shrug your shoulders as if you are trying to touch your ears. Hold this until you feel an aching in your shoulder muscles. Allow your shoulders to move down, way down, and feel the relaxation. Check to see if all your muscles are heavy and relaxed.
10. Now push your head back on your chair or pillow. Contract those muscles in the back of your head and neck by pushing against the chair or pillow. Keep all other muscles relaxed in your arms, legs, and back. Now release the tension letting your neck muscles completely relax as deeply as you can.

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A Simple Form of Relaxation

Find a comfortable place where you won't be disturbed for 10 to 20 minutes and follow these directions. Once a day works best.

1. Sit comfortably and quietly.
2. Tell yourself that you are going to use the next 10 to 20 minutes to relax yourself.
3. Surrender the weight of your body, allowing the chair, or floor to support you.
4. Close your eyes, gently cutting out all visual distraction.
5. As you inhale, repeat to yourself: "I AM..."
6. As you exhale, repeat "RELAXED." Practice this. Repeat several times.
7. Continue to breathe normally—not trying to change it in any way. Just visualize it happening and continue to repeat: "I AM" with inhalation; "RELAXED" with exhalation.
8. As your mind wanders, gently bring it back to the awareness of your breath as it enters your nose and back to your statement; "I AM RELAXED."
9. Continue doing this for as long a time as you have established (15 to 20 minutes minimum).
10. To conclude, discontinue the phrase and slowly stretch your hands and feet, your arms and legs, your whole body.
11. Open your eyes a sliver at a time—like the sun coming up in the morning and continue on your way.

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APP F2

Creative Conflict Solving For Kids

STUDENT WORKBOOK

Fran Schmidt and Alice Friedman

Illustrations and Graphic Design by
Kay Knickerbocker Cranford
Sondra Fratkin
Chris Heyne

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Creative Conflict Solving For Kids

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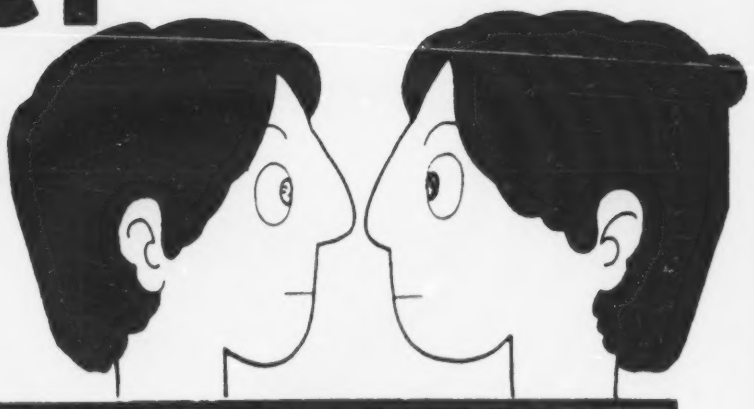
CONFLICT AND ME



Answer each question as honestly as you can. The purpose of this exercise is to see how you handle conflict situations.

	CONFLICT SITUATION	WHAT I USUALLY DO	HOW I FEEL
1	When someone calls my mother a name . . .		
2	When someone blames me for something I didn't do. . .		
3	When someone pushes me or hits me for no reason. . .		
4	When someone steals my pencil or money. . .		
5	When someone "puts me down" or makes fun of me. . .		
6	When someone tells me to do something I don't want to do. . .		
7	When someone talks behind my back and says things that are lies. . .		

WRITE "A" IF YOU AGREE OR "D" IF YOU DISAGREE WITH THE STATEMENTS BELOW:

___ As long as there are people, there will be conflict.
___ A conflict can be as small as an argument or as large as a war.
___ In a conflict, there will always be a winner and a loser.
___ Conflicts between individuals or nations can sometimes be resolved in ways other than violence and war.

When I get angry I _____

I am _____ am not _____ satisfied with the way I now solve conflicts.

I would _____ would not _____ like to learn ways to solve conflicts.

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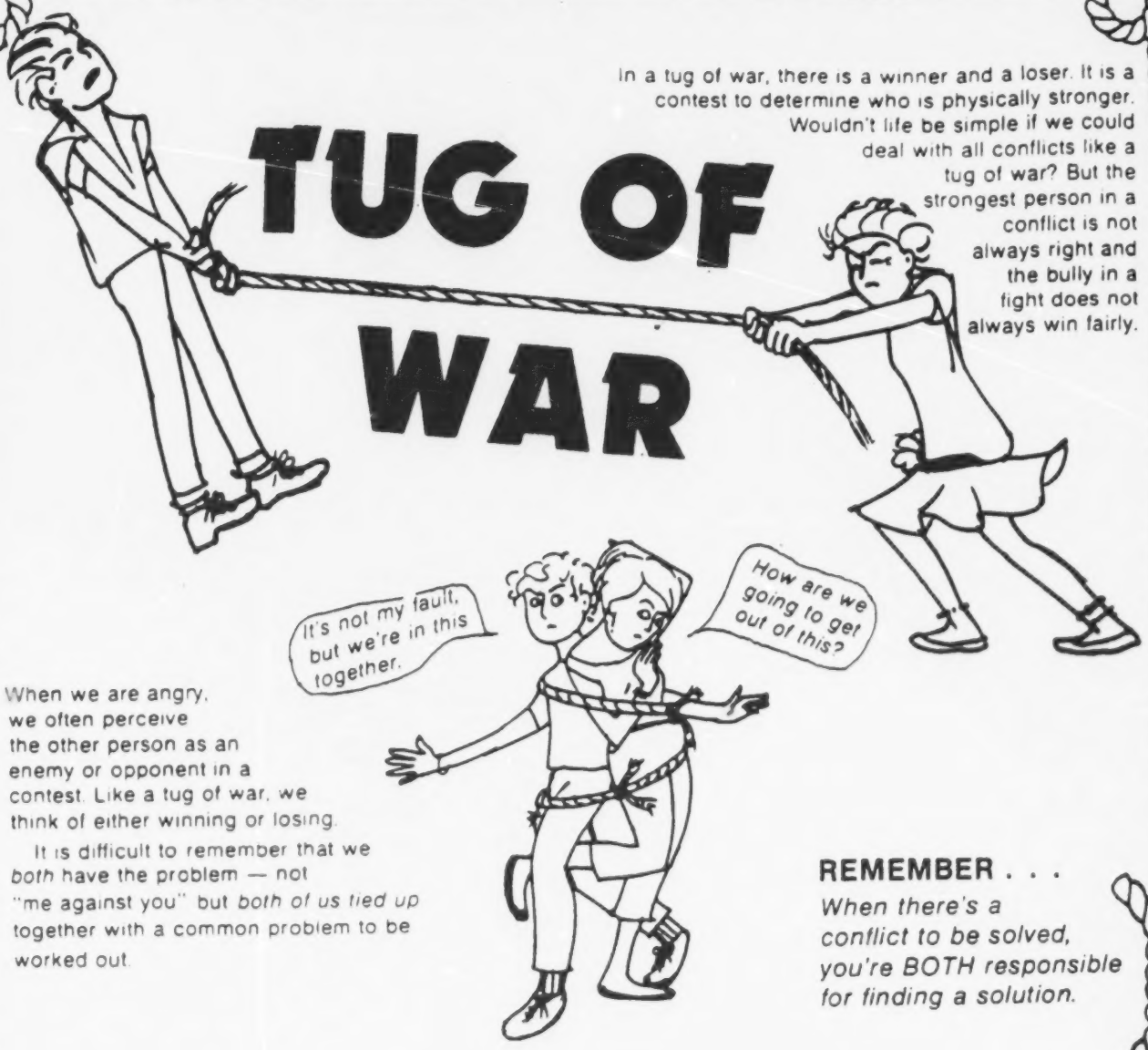
TUG OF WAR

In a tug of war, there is a winner and a loser. It is a contest to determine who is physically stronger. Wouldn't life be simple if we could deal with all conflicts like a tug of war? But the strongest person in a conflict is not always right and the bully in a fight does not always win fairly.



When we are angry, we often perceive the other person as an enemy or opponent in a contest. Like a tug of war, we think of either winning or losing.

It is difficult to remember that we *both* have the problem — not "me against you" but *both of us tied up* together with a common problem to be worked out.

REMEMBER . . .

When there's a conflict to be solved, you're BOTH responsible for finding a solution.

PUTTING IT TOGETHER

Read the following situations. Tell how you would deal with them.

SITUATION	AS AN "ENEMY" I WOULD	AS A "FRIEND" I WOULD
Someone:		
calls you a name		
pushes you		
takes your pencil		
gets in front of you in line		
steps on your foot		

Do you treat "enemies" differently from friends? Why?

YOUR CHALLENGE! • List three ways you could turn an enemy into a friend.

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FIGHTING FAIR

What is the other person's side of the story?

We both have the same feelings even if we disagree

Ancient history doesn't count.

Name calling doesn't help.

Blaming won't do any good

What is making me angry?

RULES FOR FIGHTING FAIR

1. Identify the problem.
2. Focus on the problem.
3. Attack the *problem*, not the person.
4. Listen with an **open mind.**
5. *Treat the other person's feelings with respect.*
6. Take responsibility for your actions.

In a tug of war or a boxing match it's *you against me* with rules for fighting fair. However, a real conflict situation should not be like a tug of war, but *you and me together* against a common problem.

It's difficult to fight fair when we are fighting mad. We feel threatened and often our angry emotions block our good judgments. Fortunately, there are rules we can learn to fight fair in a real conflict situation. By learning these rules we can become capable conflict solvers and be more caring people.

Remember, the goal of fighting fair is to make everyone a winner!

WHAT DO YOU WIN?

There is better understanding.
Feelings are brought into the open.
People respect each other.
There is a feeling of trust.
Everyone feels good about the solution.
No one is hurt, physically or emotionally.

PUTTING IT TOGETHER:

Solve the following conflicts, first unfairly and then fairly.

SITUATION	UNFAIRLY	FAIRLY
Two kids want the same book.		
Someone calls your friend a bad name.		
You want to go to the movies; your mom wants you to do chores.		

YOUR CHALLENGE!

Reread the above situations. Tell what both people "won" when the conflict was resolved fairly.

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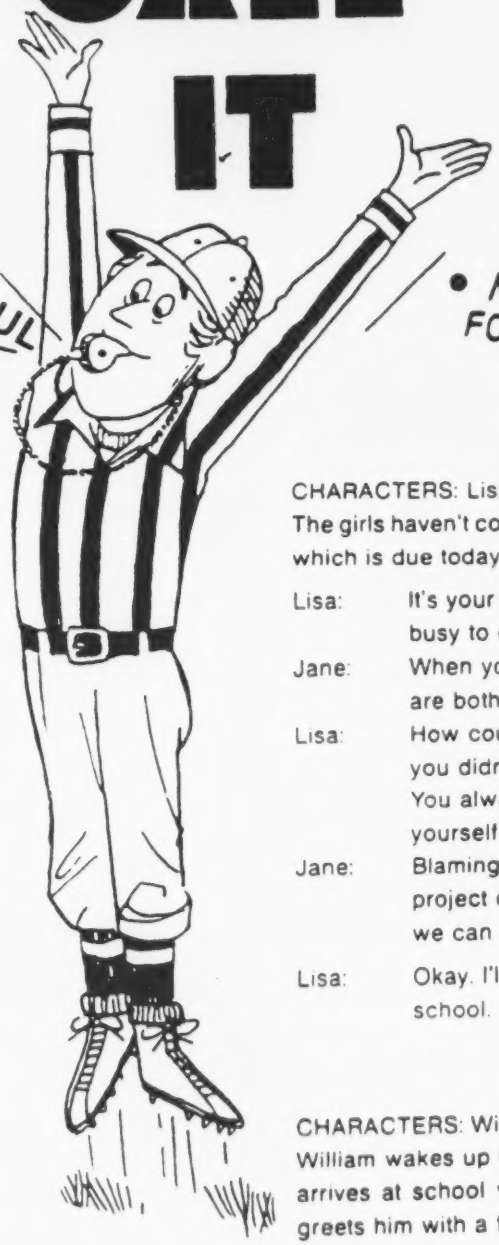
YOU CALL IT

GETTING EVEN •
BRINGING UP THE PAST •
PUSHING, HITTING, ETC. •
NOT LISTENING •
BLAMING •



• BOSSING
• THREATS
• PUT-DOWNS
• NAME-CALLING
• MAKING EXCUSES FOR YOUR BEHAVIOR

Everyone likes to be treated with respect. Yet when we are frustrated and angry, we sometimes forget to fight fair. Study the FOULS. How do they make you feel? _____

_____

Do you think that the other person feels the same way? _____

_____

How do FOULS affect a conflict? _____

_____

A referee makes sure that everyone follows the rules and is treated fairly. When you are having a conflict *you* are the referee. It is your responsibility to make sure that you follow the rules for fighting fair.

PUTTING IT TOGETHER

BE A REFEREE! Read the following scenes. Underline words and actions which show FIGHTING FAIR. Circle words and actions which show FOULS.

1

CHARACTERS: Jose and Alberto, teammates. Alberto and Jose are playing baseball. Alberto keeps missing the ball.

Jose: What's the matter with you? Why can't you hit the ball?

Alberto: Shut up, stupid. You're not so perfect yourself.

Jose: (pushes Alberto) Who you calling stupid?

Alberto: I'm telling. (rubs his arm)

Jose: You tell and you're dead after school.

2

CHARACTERS: Lisa and Jane, classmates. The girls haven't completed their science projec which is due today.

Lisa: It's your fault. You were always too busy to do anything.

Jane: When you blame me, I feel mad. We are both responsible for the project.

Lisa: How could I do the project when you didn't give me the materials? You always want everything for yourself and you never share.

Jane: Blaming isn't going to get our project done. Let's ask the teacher if we can bring it in tomorrow.

Lisa: Okay. I'll come over right after school.

3

CHARACTERS: William and Leroy, good friends William wakes up late. His mom yells at him. He arrives at school without his homework. Leroy greets him with a friendly slap on the shoulder.

William: Keep your hands to yourself!

Leroy: Hey, man. I'm sorry. I only wanted to say hello. What's wrong?

YOUR CHALLENGE!

Re-write the first skit so that either Jose or Alberto uses the Rules for Fighting Fair. Share.

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When resolving a conflict, it is important to remember

You **both** have feelings and it is difficult to communicate when you feel angry, hurt, frightened, sad

You **both** have the problem and both must work together to resolve it

You **both** have a point of view and neither of you is 100% right or wrong

Everyone is not out to get you. Solve conflicts as a friend, not an enemy

Fight fair

Many conflicts can be resolved by simple **strategies**. Learn them, use them. Soon they will become an "automatic" part of your behavior.

TAKE TURNS
Everybody wins.

SHARE
People's feelings become more important than things

CHANCE
Luck decides who wins. Both sides must agree to accept the "flip of the coin," the "draw of the straw," etc.

STRATEGIES FOR RESOLVING CONFLICTS

COMPROMISE
Both give up something and both get something.

POSTPONE
Put off resolving the conflict until you are more in control.

HUMOR
A good laugh works miracles. Remember to laugh at the problem and not the person.

APOLOGIZE
"I'm sorry" doesn't mean "I'm wrong." It lets the other person know that you are sorry about the situation.

AVOID
Sometimes it's not worth the bother. Let the other person have it.

GET HELP
People who may be counted on for a fair decision include friends, parents, teachers, religious leaders.

YOUR CHALLENGE!

List three conflicts that students your age have. Make cartoons to solve each conflict using some of the above **strategies**.

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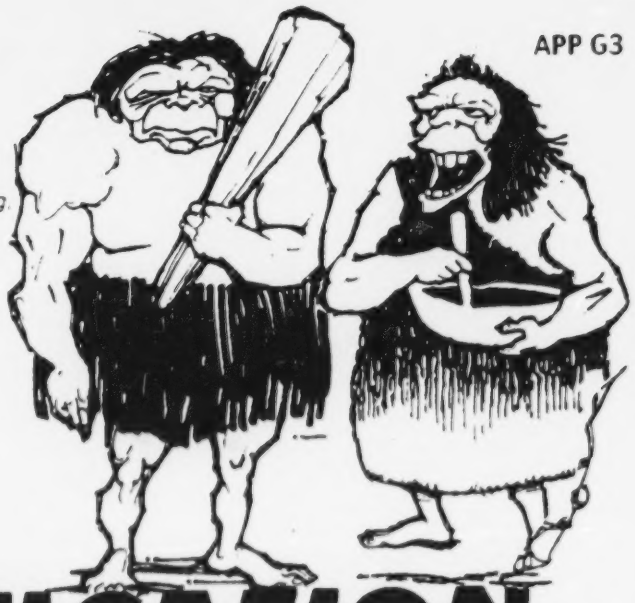

All the strategies in the world won't help you resolve conflict if you don't communicate in *caring, non-threatening language. Language is the most effective way that humans have to express their needs; yet language often blocks communication. Language can escalate or de-escalate a conflict depending on how it is used.*

Is it possible to communicate effectively when you are frustrated and angry? Psychologists say yes. Difficult, but possible.

CREATIVE COMMUNICATION

HERE ARE SOME SUGGESTIONS TO HELP YOU PRACTICE NON-THREATENING COMMUNICATION SKILLS.

WHEN SOMEONE . . .	TRY . . .
name calls or puts you down.....	*John,* * I don't like it when you call me a name. Do you want to tell me what's wrong?
calls your mother a name.....	*Mary,* I feel angry when you call my mother a name. If I did something to you, please tell me about it.
pushes you.....	*William,* I don't like being pushed. Please stop.
blames you for no reason	*Rosa,* I'm sorry that you feel that way. What can we do to work things out?
tells a lie about you.....	*Robert,* I feel bad when you say things about me that aren't true. Please tell me why you are angry.

*Using the other person's name gives a feeling of respect and opens communication

PUTTING IT TOGETHER

Try your skill at using "I CARE" language for each of the following:

Mom blames you for something your brother/sister did _____

_____

Friend dares you to do something dangerous _____

Older brother/sister teases you _____

Family member "snoops" in your things _____

Teacher blames you for talking too much _____

YOUR CHALLENGE!

With a classmate create a puppet skit using one of the above situations

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BLONDIE
by YOUNG and RAYMOND
DAGWOOD!
IT'S TERRIBLE! COOKIE AND ALEXANDER ARE HAVING THE BIGGEST ARGUMENT THEY'VE EVER HAD!!
NOW HONEY- FIRST OF ALL YOU HAVE TO CALM DOWN
BOOGA,
IN ORDER TO HELP TEENAGERS SOLVE PROBLEMS IT'S REALLY IMPORTANT FOR THEIR PARENTS TO REMAIN CALM AND IN COMPLETE CONTROL
AND THEN AFTER HEARING BOTH SIDES... WE RESOLVE THE ARGUMENT WITH THE COOL, CALCULATED WISDOM THAT ONLY ADULTS CAN PROVIDE
ALL RIGHT! ALL RIGHT! LET'S HOLD IT DOWN FOR A MINUTE!!
BOOGA,
OKAY, NOW WHAT'S THIS ALL ABOUT?
SHE SAID HE SAID NO! IT'S NOT! YES, IT IS!! SHE'S WRONG! I'M RIGHT! FORGET IT!! NO WAY!!
I'M RIGHT! HE'S WRONG!! NOT THIS TIME! YES, THIS TIME! FLAKE OFF!! NOT A CHANCE!! YES! YES! YES! NO! NO! NO!
BOOGA.
CHILDREN! STOP IT! STOP IT! LISTEN TO WHAT YOUR FATHER HAS TO SAY!
A BOOGA- BOOGA- BOOGA-
DOSBORNE IT! THAT'S THE ONLY THING I COULD THINK OF RIGHT THEN!

Permission granted

Putting It Together

Select one of the following situations and write a script for a puppet play. Use "I Care" language in your dialogue.

1. George is watching his favorite TV program. His brother changes the channel.
2. Grace's parents are always giving her too many chores and she feels that she has no time for herself.
3. Matt and his friend can't decide what to do. The friend always wants his way.
4. The school bully threatens to beat up Dennis, the new kid, after school.
5. Rochelle's classmate grabs her pencil, saying that it is hers.
6. Robert said some mean things to his friend. Now he's sorry and wants to make up.
7. Anna wants to talk to her mom, but her mom always seems to be too busy.
8. Mark's friend just found out that Mark said some things about him. The friend demands to know why.

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'BEHAVIOR' MEANS

Check your definition with a dictionary.

WHAT IS BEHAVIOR

We often hear our teachers and parents speak about our behavior. We know that there are times when our behavior causes them to be unhappy with us.

And there are times when their behavior causes us to be unhappy.

When our behavior clashes with our family, friends, or classmates, we end up frustrated, angry, or fighting.

WHAT DO YOU THINK?

Is our behavior innate - something we are born with - or do we learn it? Can we change the way we behave? LET'S INVESTIGATE!

Put an X in the column you think best describes the behavior.

BEHAVIOR	LEARNED	INNATE
Breathing		
Biting your nails		
Yawning		
Helping someone		
Pitching a ball		
Blinking		
Drawing on walls		
Eating correctly		
Fighting		
Writing a poem		
Sneezing		
Name calling		
Lying		
Stopping at red lights		

Was it difficult to decide where to put some of the behaviors? Why?

How important were the following sources in shaping your behavior?

Circle one number in each category.

	Low				High
Family	1	2	3	4	5
School	1	2	3	4	5
Religion	1	2	3	4	5
Friends	1	2	3	4	5
Comics	1	2	3	4	5
Video Games	1	2	3	4	5
Books/newspapers	1	2	3	4	5
Movies	1	2	3	4	5
Television	1	2	3	4	5
Music	1	2	3	4	5

List the three sources in order of importance that you think had the most influence in shaping your behavior: Any others?

★ **YOUR CHALLENGE!** Do you have a behavior that you would like to change? How might you do it?

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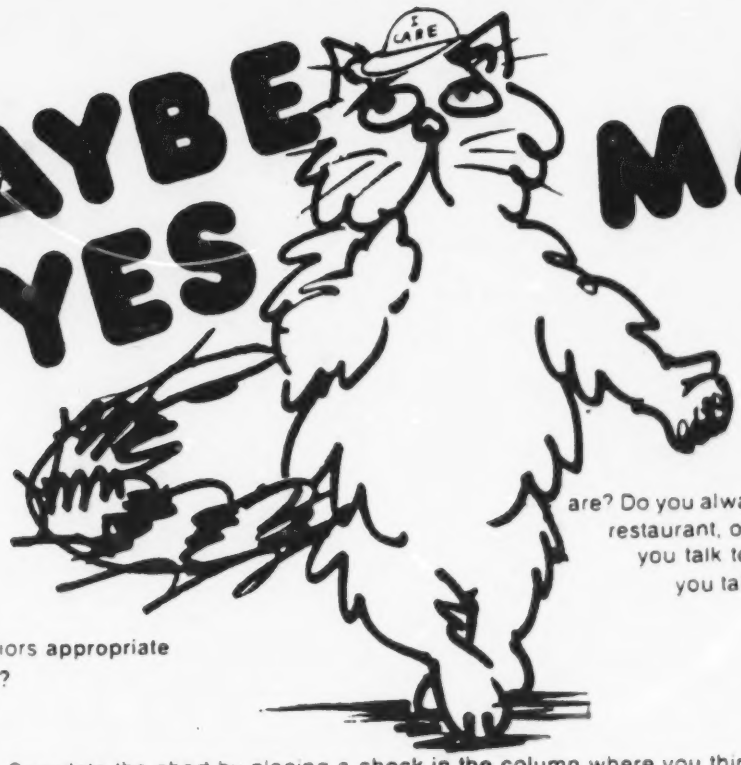
MAYBE YES MAYBE NO



Do you always behave the same way, no matter where you are? Do you always eat the same way — at home, in a restaurant, or in the school cafeteria? Is the way you talk to your friends different from the way you talk to your teacher?

When are behaviors **appropriate** or **inappropriate?**

Let's find out.

Complete the chart by placing a check in the column where you think the behavior belongs:
A = Appropriate I = Inappropriate D = Depends

BEHAVIOR	A	I	D
Lying			
Cutting class			
Singing			
Combing hair			
Running in the hall			
Taking out the garbage			
Throwing a rock at a dog			
Reading a book			
Cursing at someone			
Chewing gum			
Borrowing without permission			
Spitting water at someone			
Talking back to parents			
Hitting someone			
Collecting toys for poor kids			

PUTTING IT TOGETHER

Did you have trouble deciding in which column to put some behaviors?

Did some behaviors depend on other things? Explain.

Did any of your classmates disagree about where a behavior should go? Why?

Are there some behaviors which are always appropriate?

List some appropriate classroom behaviors: _____

How do they help the learning environment? _____

List some inappropriate classroom behaviors: _____

How do they hurt the learning environment? _____

INAPPROPRIATE BEHAVIOR CAN CAUSE CONFLICT. WHY DO YOU THINK THIS IS SO?

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YOUR FACE IS A MIRROR OF YOUR FEELINGS

APP G5

DIRECTIONS: Draw facial expressions to fit the following situations.

Caught in an embarrassing situation

Your project turned out great

At the dentist

You help someone with a problem

Death of your pet

Last day of school

Surprise birthday party

A broken promise

Someone steals your lunch

Alone at home, watching a scary movie

Taking out the garbage

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TERRY'S STORY

My family has just finished dinner. Robert is watching television. Anna has begun her homework. I am on the telephone. Suddenly my Mom explodes, "How come all of you become so busy when it's time to do the dishes? Every night it's the same old story."

I respond angrily, "From the minute you get home from work, you begin picking on me!"

Sound familiar? When other people's anger is directed towards us, we often respond in the same way. Why is it that another's angry feelings bring out our own?

Do you think it is possible to respond to an angry person in a calm and courteous way? What effect might that have on an angry person? Let's go back to the story and analyze the conflict.

IDENTIFY THE CONFLICT	FEELINGS	PERCEPTION OF THE PROBLEM
	Mom	Mom
	Terry	Terry

REMEMBER: When other people are angry with you, STOP and think! What is making the person angry? How are you contributing to the problem? How can you help the situation?

PUTTING IT TOGETHER:

Complete the following chart as honestly as you can.

ANGRY PERSON	WHY SHE/HE GETS ANGRY WITH ME	HOW I CAN HELP THE SITUATION
parent		
brother/sister		
teacher		
friend		
classmate		
other		

YOUR CHALLENGE!

Write an ending for Terry's story, so that the conflict ends in a constructive manner.

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OBSERVING CONFLICT

DIRECTIONS:
Keep a record of conflicts you observe over the next two or three days. Try to be as accurate as you can. Report only what you see and hear.

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO is involved?			
WHERE? (classroom, playground, home, etc.)			
WHAT is being done or said? (actions, words)			
HOW does the conflict end? (constructively, destructively)			

YOUR CHALLENGE!

Select one of the conflicts and suggest other ways that it could have been resolved.

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TRAPPED ON AN ESCALATOR

APP G7

At times a simple conflict can get out of hand and end in violence. It can happen so quickly that we wonder what we said or did to cause such an eruption. Sometimes the tone of our voice, the expression on our face, the way we stand, and how we use our hands (our body language) give a message that may escalate a conflict.

"THE DANCE"

Tammy and Lori were best friends. They did everything together. They loved to talk for hours on the phone, or go to each other's houses and listen to their favorite records.

One day a new boy, Alfredo, entered the class. All the girls liked him and each one tried to get Al's attention. Tammy and Lori talked about Al a lot.

The trouble began at the Valentine's Day dance. Al kept asking Tammy to dance with him. Lori sat with her arms tightly folded and stared at them.

Toward the end of the evening, Tammy went over to ask Lori if she was having a good time. Lori stood stiffly without looking at Tammy and walked away.

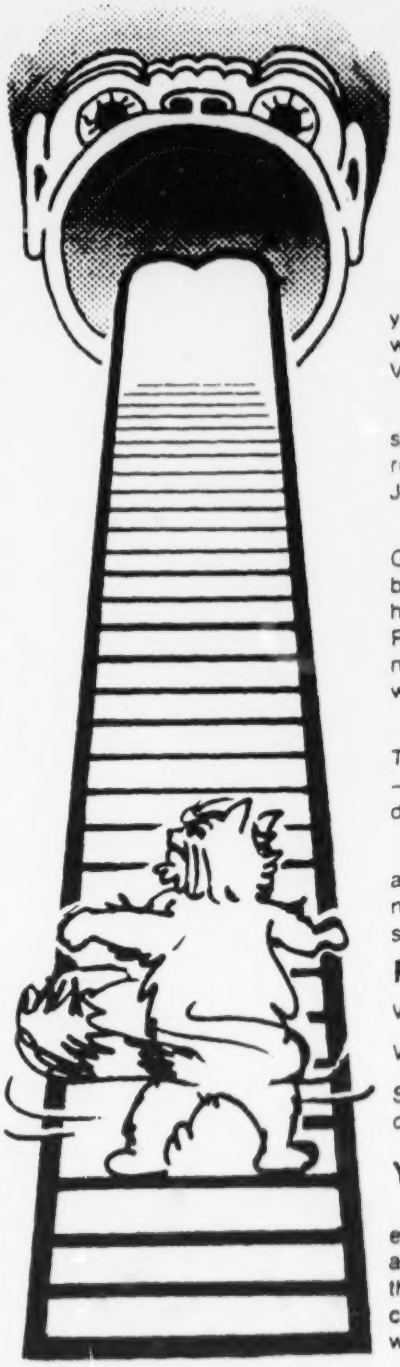
Tammy shrugged her shoulders saying, "What's your problem?"

The next day at lunch, Lori sat with some girls at another table, away from Tammy. They were giggling, with their heads close together.

Tammy stormed across the room with her hands on her hips. She demanded to know what Lori was telling the girls about her.

Lori laughed and replied, "It's for us to know and for you to find out."

With her fist clenched, and eyes glaring, Tammy moved toward Lori. Lori shook her fist and called Tammy a name. The other girls at the table were all laughing. One of the girls whispered, "Don't let her push you around Lori." Tammy lunged forward and shoved Lori.



spat escalates

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By AL MESSERSCHMIDT
Herald Staff Writer

The argument began more than two years ago over several cats — cats tha were using the lawn of Raul and Glady: Viltres as a litter box.

The argument escalated Aug. 10 into shouts and curses over a wet, dirty rug — a rug that was dripping water on the lawn o Julio Gutierrez.

The argument exploded Aug. 10 wher Gutierrez, the cat owner, grabbed a single-barrel shotgun, pointed it at the Viltres house and fired twice. Gutierrez missed Raul Viltres, but blew out a window of the neighbor's home and peppered the ceiling with shot.

A six-member Circuit Court jury sa Tuesday — after 80 minutes of deliberation — that Gutierrez was guilty of recklessly displaying the shotgun.

What began with an argument over a cat and turned into a two-year feud between neighbors ended with a one-year jail sentence for Gutierrez. •

PUTTING IT TOGETHER:

What was the original conflict?

What actions escalated the conflict?

Suggest ways that either family could have changed the direction of the conflict.

YOUR CHALLENGE!

What kind of world would this be if everyone used threatening words and actions to "get their way"? Discuss how those behaviors would effect the home, classroom, playground, community and world.

Complete the chart and discuss.

ORIGINAL CONFLICT	'ESCALATORS' OF THE CONFLICT WORDS / BODY LANGUAGE / FEELINGS
	TAMMY
	LORI

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CHANGING DIRECTIONS

In "The Dance," Tammy and Lori said and did mean things because they lacked the skills necessary to deal constructively with their hurt feelings. The girls' words, actions, and body language escalated the conflict. Non-threatening words, actions, and body language could have changed the direction and de-escalated the conflict.

Fortunately, because we are intelligent human beings with the ability to make choices, we have the power to change directions.

How could each person have helped to change the direction of the conflict?

Lori

Tammy

Alfredo

Girls

YOU ARE IN CONTROL

Just think! You now have the knowledge and understanding to change the direction in a conflict so that it doesn't hurt you or others.

Use *Rules for Fighting Fair* and *I Care* language to change the direction of the conflict in The Game.

Changing direction in a conflict is not easy. Like all skills, it takes a lot of practice. Here are more situations for you and a partner to act out. Take a role and try your skill. Then switch roles. Good luck!

Steven, age 16, wants to borrow the car. His dad thinks he is using it too much.

Marcia's mom can't stand her clothes all over the floor. Marcia says her room is her own business.

Susan feels that she is always getting blamed for things that David does. David thinks Susan gets away "with murder."

YOUR CHALLENGE

Write other 'Changing Directions' stories to give classmates to act out.

THE GAME

Last inning of a tie game, the ball comes to you. You drop it.

Team-mate gives you a dirty look.

You glare back. | (___)

Team-mate calls you a name.

You say, "Who are you calling that?" | (___)

Team-mate comes closer: "You Stupid!"

You come closer with fists clenched. | (___)

Team-mate grabs your shirt.

You shove him.

FOR THE BETTER

PUTTING IT TOGETHER

Role-play the story using non-threatening words, actions and body language to change the direction of the conflict.

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What can you do when you see something that is causing a problem? You can take responsible action to help solve the problem. Here's how:

STEPPING INTO ACTION

1 GET ORGANIZED
Find people who share your concerns.

2 DEFINE THE PROBLEM
What do you want to change?
Why is it causing a problem? To whom?
Be specific. Write it down.

3 GET THE FACTS
Study all sides of the issue. Who is responsible or in a position to make changes? What has already been done?

4 BRAINSTORM IDEAS
List all ideas even wild and crazy ones.
Pick the ones that might work.
Discuss possible consequences.
Identify your spokesperson.
Come up with an action plan.
Role-play your strategy.

What methods are we going to use?

Information fact sheets
Letters to the Editor
Posters
Marches/demonstrations
Petitions
Speakers
Contacting elected officials
Press conferences
Radio/television/press coverage
Vigils

DO IT! 5
Implement the plar

EVALUATION

How effective were you this time?

You may have to continue this process several times. Continue with different strategies until you are successful.

Remember that the *democratic process* can only work when citizens have the courage to face conflict fairly and deal constructively with change. Our world needs more people lik you!

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Evaluate your progress. Are you in control? Every few weeks, take a look at your goals. Are YOU satisfied? Are you a caring human being?

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WORK "WITH" OTHERS AND NOT "AGAINST" THEM

FIND CONSTRUCTIVE WAYS TO RELEASE ANGER

GO EASY WITH CRITICISM. SAY CARING THINGS AND MEAN THEM

CONCENTRATE ON DOING THINGS WELL

TALK OVER YOUR HURT FEELINGS WITH PEOPLE YOU TRUST

These suggestions will help you feel good about yourself. Think of others that you think will be helpful.

DO SOMETHING FOR SOMEONE ELSE

1. Did this unit help you to understand yourself and others better? Explain.

2. Which conflict management strategies have you found to be the most effective?
   a)
   b)
3. Which strategies have you found the most difficult to use?
   a)
   b)
4. What methods have you found to be most effective in handling your anger constructively?
   a)
   b)

This unit helped me most in the following ways:
   a)
   b)
   c)

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COUNSELOR *in the classroom*

Activities and Strategies For an Effective Classroom Guidance Program

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"Developing Listening Skills"

A Counselor Activity

Overall Purpose:

Use this activity to introduce important communication concepts, and to give students an opportunity to learn and practice skills associated with active listening.

Materials:

One copy of the experience sheet, "Active Listening," for each student; chalkboard and chalk; several topics written on the board prior to the session (see suggestions below)

Directions:

Tell the students that today they will be practicing one of the most important communication skills they will ever learn — Active Listening. Write the term on the board, underline the word *Active*, and ask the students how they think active listening differs from the kind of listening they do all day long, every day.

Accept all ideas and begin to facilitate a discussion about the importance of listening. You might ask the students how they feel when someone really listens to them, and what it feels like to be interrupted or to realize that the other person didn't hear a word they said. In the course of your discussion, make the following points about listening:

- Good listeners are rare.
- In most conversations, people are more concerned with what *they* want to say than what the other person is saying.
- Good listening requires focus, concentration, and energy.
- To really listen, you have to keep an open mind and heart.
- Listening all by itself is the most effective way to help another person solve a problem or make a decision.

Distribute the experience sheets. Go over the steps to active listening.

Four Steps to Active Listening

1. Look at the person who is talking.
2. Listen carefully to his or her words.
3. Notice the feelings that go with the words.
4. Say something to show that you have been listening.

Discuss specific behaviors involved in each step. For example, point out that listening to the words requires thinking about and understanding their meaning *from the speaker's point of view*. Noticing feelings involves paying attention to the speaker's tone of voice, facial expression, and posture, and *empathizing* — imagining what it would be like to be in the speaker's shoes. Saying something back not only proves that you are listening, it helps the speaker clarify his/her thoughts and allows you to check to make sure you are "getting the message."

Demonstrate with a volunteer. Ask a student to join you in the front of the room and to talk for a couple of minutes about something that is important to him/her. Instruct the class to watch carefully and notice what you do. Allow the demonstration to continue long enough for you to give four or five active listening responses. Then thank the volunteer and ask the observers to describe what they saw. Clarify the process and answer questions.

Have the students form groups of six. Ask each group to choose a topic from the board. In your own words, give the groups these instructions:

One person at a time will speak to the topic for 1 minute. When it is your turn, before you speak, you must give an active listening response (restate or paraphrase) what the person before you said. Look at the person when you do this. If you are the first person to speak, you will restate the contribution of the last person.

Time the 1-minute intervals and signal when it is time to switch. (The clear but unobtrusive tone of a chime or bell works well for this purpose.) After every student has had a turn to speak, signal the students to stop. Briefly ask each group how it went, clarifying further, as needed. Then, if time allows, have the groups choose a second topic and repeat the procedure.

Conclude the activity with a summary discussion.

Discussion Questions:

1. What was the easiest thing about active listening.
2. What was most difficult?
3. How did it feel to be listened to?
4. Why do people so seldom stop and really listen to each other?
5. How do you think active listening helps people solve problems?
6. How does this process relate to listening at school, for example, listening to the teacher and understanding assignments?
7. What do you need to work on in order to become a better listener?

Variations:

For more concentrated group practice (with older students), have one student at a time discuss a concern, while the other members of the group take turns giving active-listening responses to the student who is speaking. To equalize practice, the responders should be instructed to take their turn in order, going around the circle clockwise. Remind the speakers to pause after every few sentences so that the next listener can respond. Give each speaker about 5 minutes to talk. Then signal the groups to change speakers.

Discussion Topics:

What I'd like to do this weekend
A skill I'm trying to improve
Something I'm worried about
My hardest subject in school
The best time I ever had with a friend

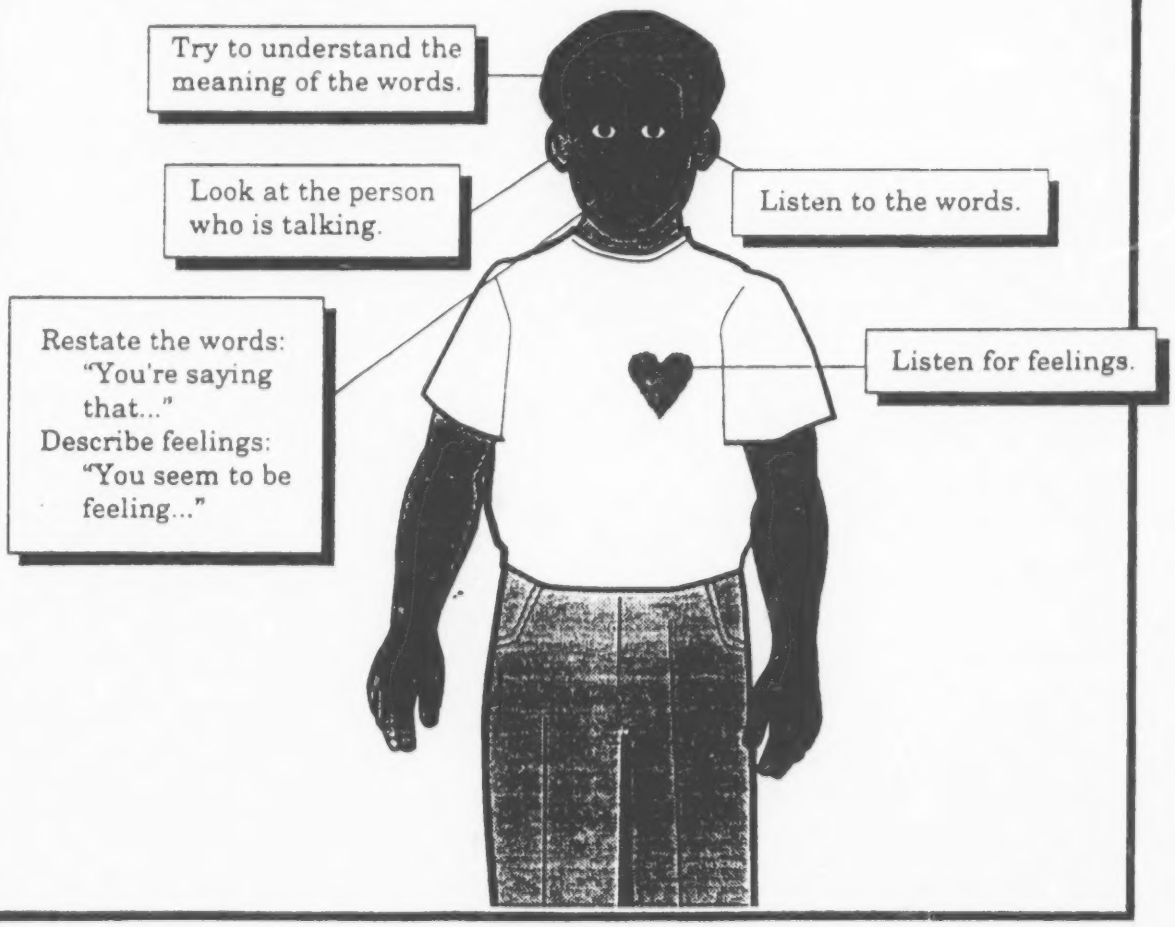
"Active Listening"

Student Experience Sheet

What is Active Listening? It's when you listen very carefully and try to understand the ideas and feelings of another person *from his or her point of view*.

Four Steps to Active Listening

1. Look at the person who is talking.
2. Listen carefully to his or her words.
3. Notice the feelings that go with the words.
4. Say something to show that you have been listening.


Try to understand the meaning of the words.
Look at the person who is talking.
Listen to the words.
Restate the words: "You're saying that..."
Describe feelings: "You seem to be feeling..."
Listen for feelings.

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"Responding Assertively to Peer Pressure"

A Counselor Activity

Overall Purpose:

To involve the students in defining peer pressure, generate relevant examples of peer pressure situations and styles, and apply and practice specific assertive behaviors geared to those situations and styles.

Materials:

Chalkboard and chalk; one copy of the student experience sheet, "How to Handle Bullies, Chicken-Callers, and Other Peers Who Pressure You!" for each student (handed out by the teacher as reinforcement)

Directions:

Begin by asking the students if they have ever heard the term, *peer pressure*. Write the term on the board and ask the students to tell you what each word means. When you have established that one's peers are people the same age or grade, and that pressure is force or strong influence, ask the students to define the entire term. Write the definition on the board.

Next, ask the students: *In what kinds of situations might you feel pressured by your peers to do something that you don't feel okay doing?*

List on the board ideas that the students generate. They are likely to include:

- pressure to use alcohol and other drugs
- pressure to skip school
- pressure to do something or go somewhere that is "off limits"
- pressure to ignore, tease, or put down another student
- pressure to laugh at something that isn't really funny
- pressure to "go along" with the misbehavior of others
- pressure to cheat on tests or share homework

Point out that there are different styles of peer pressure. In your own words, explain:

Depending on the circumstances and who's doing the pressuring, peer pressure takes different forms. If we can recognize a style, we can respond in the most effective way.

Ask two students to help you role-play each of the following styles, using peer pressure situations from the list you have generated on the board. Set up each scenario and coach the actors through it. Allow the actors to continue their exchange for as long as it remains instructive. Try out different responses and ask the audience to rate their effectiveness. Dialogue suggestions are in italics below.

The Broken Record

This person repeats the same thing over and over, trying to wear down your resistance. Your challenge is to outlast the person, restating your refusal just as persistently.

Person A: *Oh, come on, one little drink won't hurt. Let's do it, come on!*
Person B: *No, I don't want to. I'm too young to drink alcohol.*
Person A: *Geez, just a little. Come on.*
Person B: *No, I'm not going to do it.*

The Yes, But-ter

This person likes to debate. He or she starts by challenging you with the question "Why not?" and, when you state your reason, tries to talk you out of it. Instead of endlessly arguing with such a person, suggest that he/she go ahead and do whatever it is alone.

Person A: *Why not?*
Person B: *Because I'm supposed to be in school.*
Person A: *Yes, but school is boring. The beach is fun.*
Person B: *I can go to the beach on Saturday. Today is a school day.*
Person A: *Yes, but Saturday the weather won't be so good.*
Person B: *Then I'll wait till it is good. If you think skipping school is such a good idea, go by yourself.*

The Chicken Caller

This person tries to trick you into proving that you're not afraid by calling you a chicken. Don't fall for it! There's nothing wrong with being reluctant to do something that's bad for you.

Person A: *Don't be a chicken. It's fun at Greg's house.*
Person B: *Greg's parents aren't home. I'm not supposed to be there.*
Person A: *Since when is the chicken so afraid of his parents?*
Person B: *Yes, I'm afraid. I don't want my parents mad at me, and I don't want to be restricted. I'm not going.*

The Bully

This person makes physical threats. He or she may threaten to start a fight or to hurt you in some way, and may hit or push to prove the point. Don't put up with physical abuse. Ask an adult to intervene. If no adult is nearby, leave the situation immediately.

Person A: *If you sit with Amy, you'll be sorry.*
Person B: *I like Amy. She's my friend and I like to sit with her.*
Person A: *If you don't want to get beat up, stay away from her (pushes B).*
Person B: *You can't push me around. I'm going to tell Ms. Macias.*

The Coercer

A person who tries to *coerce* you often uses bribes or threats related to your relationship or friendship. These people are usually bluffing. Since a real friend does not try to control you, stand up for yourself. Show that you have a mind of your own.

Person A: *If you don't let me copy your homework, you're not my friend.*
Person B: *I worked hard on my homework and I don't like giving it away.*
Person A: *You don't want me to get in trouble do you? If you were really my friend, you'd want to help me!*
Person B: *No. And this doesn't have anything to do with friendship.*

The Ridiculer

This person puts others down in an effort to get his/her way. Like the kid who yells, "chicken," the ridiculer hopes that you'll go along in order to prove that you're an okay person. Don't get hooked! You *are* okay, and you don't have to prove a thing.

Person A: *You're such a bore. Playing a trick on Robert will be fun.*
Person B: *It's not my idea of fun.*
Person A: *What a goody goody. You're just trying to act superior.*
Person B: *Yeah, maybe not wanting to hurt someone is superior. Count me out.*

The Reassurer

This person pretends to take all the responsibility, calming your fears and reassuring you that everything will be all right. Keep in mind that no one can guarantee a good outcome when what you are doing is wrong or dangerous. You have to look out for yourself.

Person A: *If we open the window the smoke will go outside.*
Person B: *My mom can smell smoke a block away. She'll know.*
Person A: *Don't worry. I do this at home all the time. Trust me.*
Person B: *No. If you want to smoke, you'll have to leave.*

Conclude the activity with a general discussion focusing on assertive behaviors. Ask the following questions or others that seem relevant based on the role plays. Leave the experience sheets with the teacher to pass out at the end of the day or the following day for reinforcement.

Discussion Questions:

1. Why do people try to pressure each other into doing things?
2. What kinds of things can you say *to yourself* when someone is pressuring you to do something that is wrong or dangerous?
3. If you have doubts about doing something, but aren't sure it's a bad idea, what can you say or do?
4. Why is it important to learn to stand up for yourself?
5. What are some other kinds of situations where you can practice being assertive?

Variations:

Make copies of the seven scenarios given here as examples. Distribute them to the students so that they can read their parts. Be sure to encourage variations and embellishments.

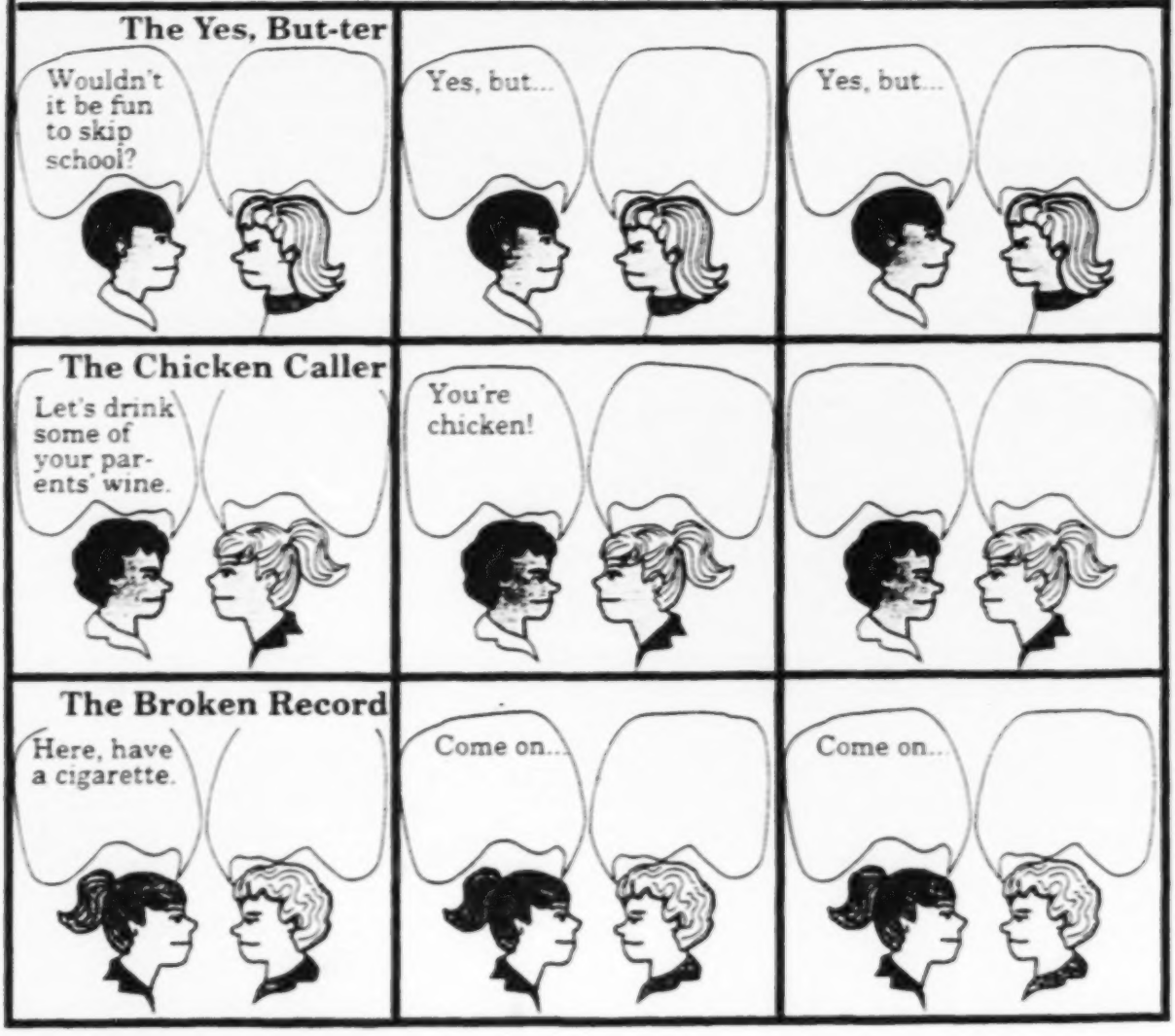
With primary-grade students, omit the labels and concentrate on teaching simple assertive behaviors. The familiar "Four Ways to Say No" works well.

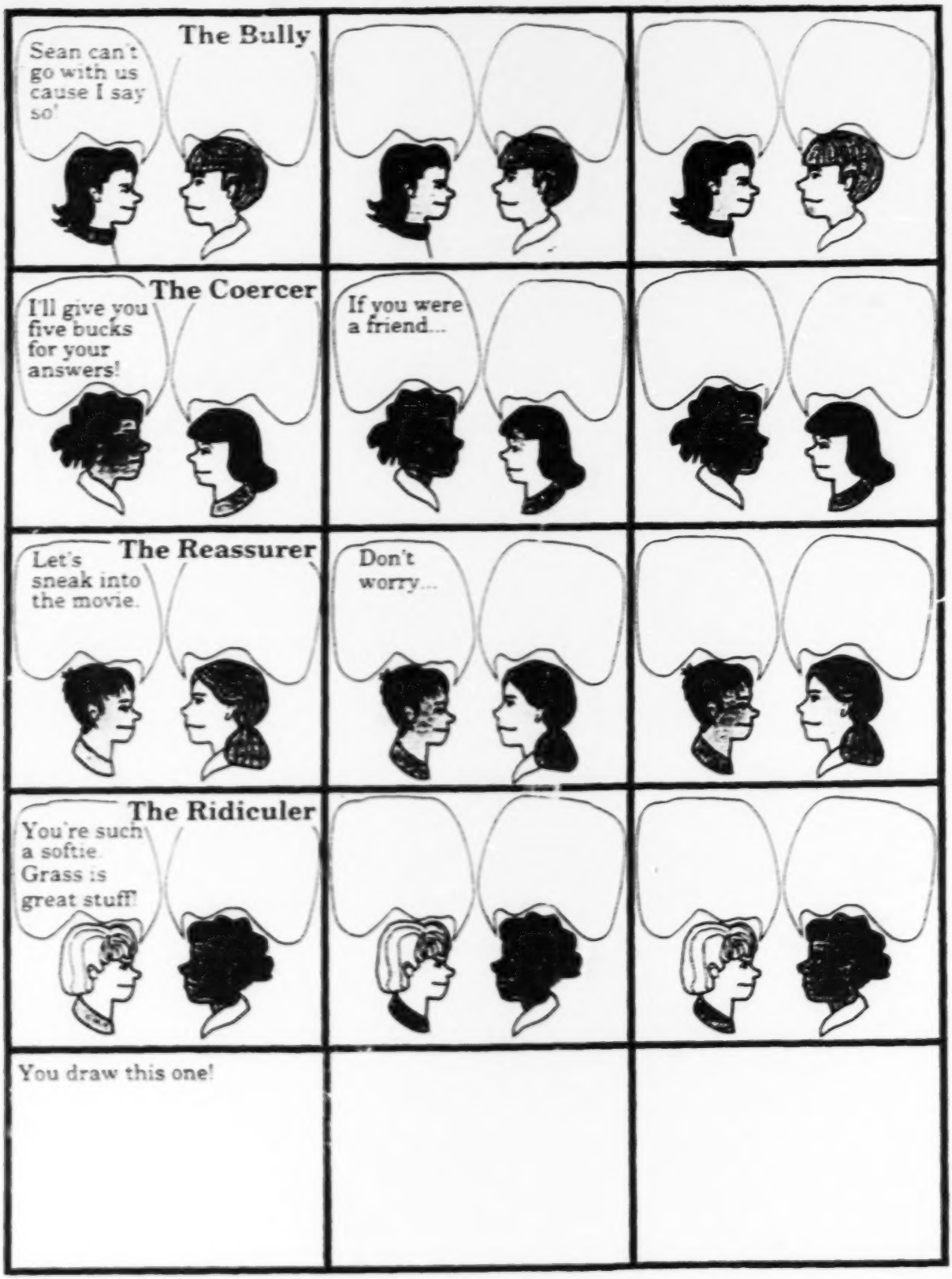
1. Say no.
2. Say no and give a reason.
3. Say no and suggest something else to do.
4. Say no and leave.

"How to Handle Bullies, Chicken-Callers, and Other Peers Who Pressure You!"

Student Experience Sheet

Fill in the cartoon bubbles with the words you want each person to say. Make these kids stand up for themselves!




The Bully
Sean can't go with us cause I say so!
The Coercer
I'll give you five bucks for your answers!
If you were a friend...
The Reassurer
Let's sneak into the movie.
Don't worry...
The Ridiculer
You're such a softie. Grass is great stuff!
You draw this one!

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